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*The National Association of Student Councils of the
National Association of Secondary-School Principals
1201 Sixteenth Street, Washington 5, D. C.*

\$3.00 a Year

Issued Eight Times a Year

One Dollar Postpaid

Monthly, October to May inclusive

Published at Washington, D. C., by the National Association of Secondary-School Principals of the National Education Association
1201 Sixteenth Street, N. W., Washington 5, D. C.

Entered as second-class matter, November 8, 1935, at the post office at Washington, D. C., and additional entry at Berrien Springs, Michigan, under the Act of August 11, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 26, 1925, authorized November 8, 1934.

The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

*A Department of Secondary Education of the
NATIONAL EDUCATION ASSOCIATION
Issued Monthly, October to May Inclusive*

Volume 30

January, 1946

Number 135

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**THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

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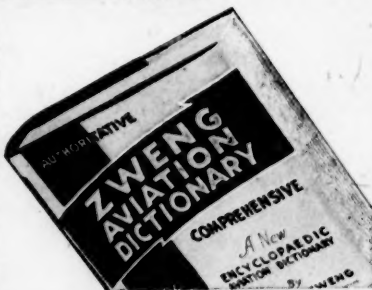
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The Progress of Secondary Education in Chile

IRMA SALAS SILVA

Professor of Education, University of Chile

IT is indeed a great privilege for me to write on the topic of a better understanding of the life and problems of Latin America. This is a story about one of the great problems of Latin America, a problem the solution of which will determine the nature and speed of social change in that part of the world. This problem is the problem of education.

The Latin American countries are increasingly aware of the importance of education and are beginning to share the faith of the United States in education as an instrument of social progress. As a result of this attitude, they are becoming ever more concerned about the inadequacy of their own systems of education. The Inter-American Educational Foundation has been a ready receiver and an intelligent interpreter of these concerns and with its co-operation several countries are already in the process of educational change.

One hundred and thirty years ago, Chile was one of the first countries in Latin America to organize a system of public education at the elementary and secondary levels. The first public secondary school was opened in 1813, only three years after independence had been attained.

Also teacher training had an early start. In 1842 the first normal school was founded and in 1889 a special school in the National University was established to prepare secondary-school teachers.

More than a hundred years ago, in 1842, a special ministry was created to take charge of educational affairs. Elementary education was organized by law as early as 1860 and secondary education in 1879. Education became compulsory up to the completion of the six-year elementary school in 1920.

But the best appraisal of a system of education is in terms of its own growth. From this point of view, Chile can display an impressive record. In 70 years, from 1875 to 1945, the number of elementary schools increased from 800 to approximately 5,000. The enrollment in these schools increased from 65,000 in 1875 to approximately 600,000 in 1945, and the number of teachers from 1100 to 15,000 in the same number of years.

In 1854, ninety years ago, 87 per cent of the population could not read and write. In 1940, only 30 per cent of the total population could not read and write, and, if we consider the population over twelve years of age, the per cent of illiteracy at that time was only 18. The expansion of educational facilities has made it possible to reduce illiteracy by 57 per cent in less than a century.

Public secondary education has also grown considerably. From 17 schools for boys only in 1879, the number has increased to slightly under 100 in 1945, for both boys and girls, and from a total enrollment in 1900 of little over 5,000

of which only about 800, that is 15 per cent, were girls, to an enrollment in 1945 of about 40,000 divided equally among boys and girls. Private secondary schools subsidized and controlled by the government have an enrollment of 2,000 more students.

So much for the academic secondary schools. Vocational and technical schools for boys and girls number 261 with an enrollment of 40,000.

If we add these figures, we find a total of 100,000 adolescents attending secondary schools of all types, which means 15 per cent of the total adolescent population, a proportion that is high for Latin America and higher than many European countries.

Higher education at public expense has also been a problem of deep concern for Chile in the past 100 years, since the founding of the National University in 1842. The university is made up only of professional schools and was opened to women only 68 years ago. Women now constitute 35 per cent of the enrollment of 6,000 students.

Out of the total budget of the nation in 1875 only 6 per cent was spent in education. In 1939, 18 per cent was spent in education. From the standpoint of its quality and advanced organization, its numerical growth, the degree to which educational opportunities were provided for women, and the training of teachers, the Chilean system of education has been rightly considered by both Chileans and foreigners one of the best in America.

A PROGRAM FOR REORGANIZATION

However, changing social ideals and conditions of life have created in the last three decades a state of dissatisfaction with our university which has resulted in a criticism of educational institutions and a series of changes in the slow process of readaptation. Nor has Chilean secondary education escaped the criticism, for it too has undergone changes. In fact, criticism of this branch of education began as early as 1912. The issue then, 33 years ago, was very much the same as the one that is being dealt with today, namely, intellectual or cultural education *versus* practical education or education for life. The extension of secondary education to greater numbers and the new social ideals and conditions have sharpened the issue. Thus a high school designed to give a traditional cultural education of a unique pattern to a favored social group became less and less adequate. New social groups with varying abilities, interests and needs had become a part of the secondary-school population. The uniform curriculum of a strictly cultural nature and the preparatory aim were no longer suitable. New social conditions have also given rise to doubts in the minds of educators and parents as to the effectiveness of a strictly cultural education in the light of present day social needs of the country.

Statistics of failure in examinations and the high degree of elimination throughout the high-school course supported the view that the system of secondary schools needed a fundamental revision. Over a period of three

decades different solutions have been attempted. The present program of gradual revision of the high school is one of this series of attempts that has been made.

The Minister of Education, Senor Enrique Marshall, sensitive to the doubts and dissatisfactions of the educators and the public concerning secondary education, was ready to accept the co-operation of the Inter-American Educational Foundation in undertaking the reform of the secondary schools of Chile. However, nothing could have been done if our President, Senor Juan Antonio Rios, had not been aware of the problem and vitally interested in its solution. From the very start the program of reorganization has had the staunch support of the President.

The government stated in a decree its point of view concerning the reform and appointed a commission to prepare concrete plans and to put them into effect. From the legal standpoint, the reform was based on a decree of January, 1929, in which a modern program of secondary education for Chile was for the first time outlined.

The new program attempts in general to solve the problems already mentioned by broadening the scope of high-school education. In particular, it aims to offer an education suited to the needs of all adolescents and of our present day society. To this end it proposes a program of general education common to all, and increasingly differentiated curriculums designed to meet the varying abilities, interests, and needs of students through a supplementary program of vocational and cultural subjects. Thus we hope to preserve the high quality of our educational standards for those gifted intellectually and to make provision for those endowed with other talents.

In regard to the adaptation of the high-school to the present needs of Chilean life, the new functional program proposes a curriculum based on the fundamental problems of human life: the conservation of health, successful family life, effective citizenship, earning a living, recreation, character development, and the acquisition of the knowledge, attitudes, and skills fundamental for successful living.

The new program also recommends the adoption of methods of teaching which will stimulate thinking and, in general, which will require active participation of the students.

The system of examinations will also be completely revised and new techniques of evaluation will take the place of the traditional oral examination.

An adequate program of guidance will insure the correct placement of students in the differentiated curriculums.

Such fundamental changes demand a retraining of teachers. The teaching staff must not only be highly trained in specialized subjects but must also be prepared to assume the new educational responsibilities which the broadened program will create.

This revision is to be undertaken gradually, beginning in March, 1946, with the first two grades only and in a few selected schools.

With this new program of secondary education, Chile is taking an important step toward the establishment of a really democratic educational system with opportunities for everyone, thus eliminating the traditional class division between the educated and the half literate which prevails in Latin America.

This experiment will undoubtedly attract the attention of other Latin American countries and, because of the ever closer bonds that are being established among the American nations, is bound to exercise great influence. Through the program we hope to foster among educators of the United States and Chile an interchange of points of view and of experiences which will be of mutual value.

From another point of view this program is of far-reaching importance because it is a challenge to the ideal of international co-operation in the field of education.

TEACHING WITH MOTION PICTURES

USING THE CLASSROOM FILM is a new teacher training sound motion picture photographed in co-operation with the Laboratory School of the University of Chicago. The film was produced and is being distributed by Encyclopaedia Britannica Films, Inc., Chicago. The film demonstrates an approved procedure for teaching with motion pictures which is based upon fifteen years of research and experimentation. The film used for demonstration is *The Wheat Farmer*; the class is a seventh-grade social studies group studying how the world is fed. In succeeding sequences the following episodes are shown:

1. The class discusses interests and problems which indicate that a motion picture would help.
2. The teacher, having in mind the needs of the class, prepares for the next day's lesson by previewing the film and studying the handbook which accompanies it.
3. Immediately prior to the screening, the purposes for seeing the film are clarified in the minds of the pupils.
4. "The Wheat Farmer" is shown.
5. Immediately thereafter the pupils discuss their understandings of questions previously outlined and plan further studies.

In a brief recapitulation sequence the essential steps in the recommended teaching procedure are reviewed for emphasis. The picture closes with a short sequence which indicates that further activities result from plans the pupils make after seeing the film. These plans suggest how integration with other subjects of the curriculum is achieved, how growth in learning skills and in critical thinking is fostered, and how creative effort is stimulated.

Minneapolis Evaluates Its Guidance Service

DURING the last two years, school counselors of the Minneapolis, Minnesota, school system, through committees of teachers and administrators, made an appraisal of the counseling and guidance services in the secondary schools. This study and evaluation of present services was a professional project with the aim of improving the services.

There were several committees, some listed hereafter, that participated in this city-wide educational enterprise, such as the Professional Committee of Counselors, the Committee on Present Aims and Objectives, the Committee on Present Functions and Procedures, the Committee on Immediate and Future Needs, and Advisory Committee of Principals of Junior and Senior High Schools.¹

Only portions of the many reports of these committees are given here. They indicate, however, how a school community can appraise its present guidance services and plan for the extension and adjustment of such services to meet the needs of youth of that community.

RECOMMENDATIONS FOR IMPROVING GUIDANCE SERVICE

IN THE MINNEAPOLIS SECONDARY SCHOOLS²

In discussing the organization and staff necessary to provide a good guidance program, the counselors have proceeded on the assumptions expressed in the following:

Guidance is no mechanical process, whereby counselors and teachers sort out boys and girls as a grading machine sorts apples—this one to stay on the farm, that one to work in an airplane factory, this one to be a teacher, that one to run the local garage. Guidance is rather the high art of helping boys and girls to plan their own actions wisely, in the full light of all the facts that can be mustered about themselves and about the world in which they will work and live.

Guidance is not the work of a few specialists. It is rather service from the entire school staff, which requires some people with special knowledge and skills, but enlists the co-operation of all.

Guidance is not limited to vocational matters. It includes the whole gamut of youth problems. Guidance, moreover, is not peculiar to the secondary schools. Good education from the earliest grades onward includes guidance from understanding teachers, principals, and counselors.³

Our belief is that guidance is a service which must be incorporated into the school itself, not completely delegated to a department; that in providing this service, members of the faculty must work closely together, each contribu-

¹Clarence E. Blume, *Principal*, Marshall High School; Albert B. Schultz, *Principal*, Southwest High School; Clifford E. Reichard, *Principal*, Edison High School, and Russell D. Brackett, *Principal*, Ramsey Junior High School.

²A report from the Professional Committee of Counselors composed of Arthur E. Palmquist, *chairman*; Glenn D. Argetsinger; James L. McRae; Louise Burns; and Arta E. Kocken.

³Taken from *Education for All American Youth*, Educational Policies Commission, National Education Association, Washington, D. C. Pp. 39-40.

ting as he is able to the total service, and each definitely recognizing and assuming responsibility for helping with specific services. Since these duties and responsibilities cannot be laid out in areas in which individuals operate independently, there is great need continually for stimulating, clarifying, co-ordinating, and supplementing the guidance services provided by classroom teachers, home-room advisers, club advisers, visiting teacher, nurse, counselor, principal, and the like, so that they form a fabric which has strength and pattern and which makes it possible for each pupil to get the understanding and assistance that he needs as he progresses through school. This is the urgent need of the next few years.

Recommendations

As a result of the studies described above, we made the following recommendations:

1. *Definite effort should be made in every school to provide a closer contact between a particular teacher and individual pupils, to the end that every pupil may have the aid and understanding of some adult in the school.* Never will professionally trained counselors be available in sufficient numbers to provide this kind of relationship. The needs and problems of pupils will never be met without this relationship. The following means are recommended for accomplishing this:
 - a. Reduction in size of class.
 - b. Organizing the program in such a way that a teacher has the same class two periods or more (especially recommended in grades 7 and 8). The "common learnings" plan accomplishes this purpose.
 - c. Teachers' continuing with the same pupils for two semesters or longer.
 - d. Strengthening the home-room organization by orienting teachers to their responsibilities and duties as home-room teachers and by making the home room a recognized part of the load and equivalent to one class, possibly by lengthening the home-room period or by having the home-room group in a class.
2. *Guidance services of staff need to be more closely knitted together.*
 - a. The responsibility each person on the staff takes for performing guidance functions should be clarified. It is important that all members of the staff come to the realization that guidance services cannot be delegated completely to any department. Rather, these services are the responsibility of all persons and require a close working relationship between classroom teachers, home-room teachers, counselors, visiting teachers, and all other persons in the system. Such close relationship, however, implies that each person understands what he can contribute, and that it is essential that the members of the staff work closely together sharing information and sharing responsibility.
 - b. The promotion and co-ordination of the guidance services in the school should be delegated by the principal to the counselor. In consultation

with the principal and with the understanding of the faculty that he has this responsibility, the counselor should see to it that plans and procedures in relation to guidance services are initiated and carried out, that overlapping and duplication are eliminated, that work of various persons in regard to pupil guidance is co-ordinated, and that teachers and others are encouraged and aided in every way possible to give services in this area.

- c. Counselors should serve as resource persons in regard to guidance for all members of the staff. This implies supplying information regarding schools, colleges, vocations, and the like, assisting them in the use and interpretation of personnel data and test results, aiding them in understanding and dealing with particular pupils, and assisting them in handling guidance units in their classrooms.
3. *The secondary-school curriculum should include more attention to the personal problems of pupils, the appraisal and understanding of themselves as persons, educational planning, and vocational choices, and immediate problems that pupils must meet as they progress in school and as they leave school.* Aspects of this are studied in ninth-grade social studies and to a very limited degree in twelfth-grade modern problems, and incidentally in home rooms, in clubs, and in some classes. The curriculum should be carefully planned so that such matters are consistently and definitely tied in and so that individual counseling will supplement the group approach.
4. *The counselors' job should be modified or clarified as follows:*
 - a. They should be responsible for the supervision of pupil personnel records. At the present time the cumulative record card is proving to be a very valuable device in the secondary school. It is co-operatively built and co-operatively used, but like any other instrument which everybody is responsible for, it needs to be directed by some particular person. Since the guidance functions include responsibility for accumulating personnel data, the counselor is the logical person to direct, co-ordinate, and supervise the cumulative record and any other device used in the school for accumulating data regarding individual pupils.
 - b. They should be responsible for the testing in the building. This includes survey or basic testing, and such other tests as are given in classes, and making arrangements for such testing as is given in co-operation with outside agencies, such as the College Aptitude Testing, and testing for military services.

It includes, also, providing a psychological laboratory where individual pupils needing further study may be given such tests of aptitude, achievement, and interest as can be given in a secondary school. Responsibility for testing implies selecting, arranging for administration or actually administering tests, scoring those not machine scored,

doing statistical work necessary to get the test results, and interpreting test data.

- c. They should do more intensive counseling with a larger number of pupils. These cases will for the most part be referred by classrooms and home-room teachers after they have given service. Cases referred will cover many aspects of adjustment including school progress, program planning, further education, vocational plans, and personal and social adjustment.

At present most counselors are handling a large number of pupils with very short contacts. More time should be devoted to making a thorough study of individuals presenting problems.

- d. They should be relieved of many of the extraneous duties which they are handling at the present time. The habit of giving extra jobs to counselors simply because they are not tied up with classes should definitely be discouraged and such duties as supervisor of halls and lunchroom, issuing early excuses, and checking out attendance should not be assigned to counselors.
 - e. As rapidly as possible the positions of counselor and dean should be separated and we should go back to the system of having an assistant principal and counselor. This is recommended because job analysis indicates that the dean's office is so heavily loaded with other duties, that there is little time for actual counseling.
5. *Better service should be given to pupils withdrawing from school to the end that they may be helped over this difficult period of adjustment.* Immediately this should involve a plan for continued contact with and close supervision of pupils under sixteen excused on work permits. As the economic and social conditions change, it should involve a plan for continued guidance service to all youth under eighteen who are not in school.
 6. *Counselor service should be increased as follows:*
One full-time counselor should be provided for each junior or senior high school having one-thousand pupils or less, and an additional half-time counselor for each 400 pupils or major fraction thereof in excess of one-thousand pupils. It should be understood that expanding the counseling staff is not for the purpose of reducing classroom or home-room responsibilities, nor providing additional time to handling administrative or clerical work, but the recommendation is for the purpose of providing a more extensive guidance service to pupils.
 7. *The qualifications for counselors should be stepped up and made more specific.* The committee recommends for new counselors a requirement of a Master's degree with an emphasis in guidance or the equivalent, including specific work in techniques and philosophy of guidance and counseling, in tests and measurements, in child development and mental hygiene, and occupational analysis.

If the State Department of Education grants a certificate in counseling, this should be required hereafter of persons applying for this position. We would also recommend that persons appointed to counseling positions have at least three years of successful experience in classroom teaching, and that preference be given to those having experience in business, industry, and personnel work. They should also have those personal attributes that are so essential.

8. *Appointments of new school counselors should be made by the assistant superintendent in charge of secondary education* or the appropriate person in charge of school personnel after a conference with the city supervisor of guidance and the principal of the school in which there is an opening. Furthermore:
 - a. No person should be appointed as a counselor unless the personal qualifications of the candidate are specifically endorsed by the supervisor of guidance who shall act as the technical adviser to the school personnel official and the principal.
 - b. In cases in which no properly qualified candidate is available, a position might be temporarily filled by the best qualified person available and approved as above, provided that:
 - (1) He will be designated and recognized only as the *acting* school counselor.
 - (2) This acting counselor should be replaced by a properly qualified and acceptable person as soon as such a candidate is available.
 - c. A list of qualified and partially qualified persons who have signified a wish to be considered for counseling positions should be made available to the city personnel official and principals, with appointments to be made from this list.
 - d. Wherever possible, new persons assigned as counselors should be so placed that for a semester or a year they will work with an experienced counselor.

AIMS AND OBJECTIVES OF GUIDANCE⁴

I. *Basic Principles*

The following is a statement of the basic principles and points of view which characterize the guidance movement in education and give rise to the functional objectives and specific procedures which implement the guidance program.

1. The individual human being is the supreme value in a democratic society and in education for democracy.

This point of view is different from that which considers youth as subjects for economic or political exploitation through the school or that the

⁴The Report from the Committee on Present Aims and Objectives composed of Glenn D. Argetsinger, *Chairman*; O. E. Bakke; John C. Wells; J. Don McGhee; and Alice F. Casey.

mastery of subject matter alone is the prime concern of the school in the development of the individual child.

Guidance seeks to help every child make the most of himself in mind, body, character, and personality, for life in the democratic society of his own time. Guidance, therefore, holds that the entire machinery, facilities, and program of the school exist for the optimum development of every child as their central function, and that the school must evaluate its work in terms of the pupil's growth and development in his social environment.

2. The wholeness of the child as a person is recognized and must be taken into account in the educational process.

In defining its objectives and setting up its procedures, education must strive for the maximum development of the whole personality. This calls for a recognition of the child as a functioning combination of physical, intellectual, emotional, and social components in all educational and life situations. It implies that for the maximum development of the individual these phases of the total personality must be recognized and developed through a curriculum of experiences which are sufficiently varied and productive to meet the needs of the whole student in his society.

3. The unique pattern of the abilities, interests, and needs of each student must be known as a prelude to his effective education.

Effective education consists of a continual discovery of this pattern on the one hand, followed by appropriate teaching and training as determined by the status and needs of the student. "Learning" the individual precedes teaching him.

4. Each student needs the assistance of competent persons in charting his education and adjustment if he is to make the most of his unique pattern of abilities, interests, and needs.

Person-to-person assistance to students by competent teachers and other school personnel, utilizing known information about the student, giving him self-insight, aiding him to evaluate his experience and growth, and assisting him in setting up and progressing toward suitable goals, is recognized as indispensable in eliminating human waste in education. That the school personnel should be competent, adequate in number, and furnished with the needed information, facilities, and conditions to assist the individual student toward the achievement of his greatest possible development, is a concern of the guidance movement.

5. The principles and requirements listed above are inherent and operative in all learning situations throughout the school as a continuous process and at all stages of the development of the individual.
6. Guidance does not claim to be education, but rather it seeks to contribute to design and method in education. Guidance seeks to provide and co-ordinate the procedures, techniques, and services by which education can maximize the development of the individual student.

II. *The Functional Objectives of Guidance*

To make these recognized principles of the guidance movement effective in the school program, and as a basis for setting up methods and procedures, certain objectives may be defined in terms of student development. Through the guidance program, each student should be helped:

1. To discover and analyze his own abilities, aptitudes, interests, progress, and needs.

This objective implies the use of an adequate and continuous inventory of the status of the individual, the use of stimulating and try-out experience, and the use of assistance to the student in interpreting and evaluating these things as a means toward giving him a knowledge of himself. Needless to say, the adults who aid him in these matters must understand these tools and techniques.

2. To develop plans and set personal goals consistent with his abilities, aptitudes, interests, and needs.

This objective implies that he shall be aided in securing information, directly and indirectly, about opportunities, requirements, and training. It also involves both the aid of continuous guidance at various levels in his daily school life, and also at certain crucial points in his development, whether in the classroom, home room, or at the counselor's desk.

3. To find suitable placement for learning or training, and to receive aid appropriate to his abilities, aptitudes, needs, interests, and plans.

This objective involves aiding the pupil to be placed in the proper grade, subject, group, or experience, whether it might be geometry, folk dancing, or the chest clinic. Also this objective has the corollary objective that adequate guidance shall find, request, or aid in development of the necessary training, aids, or services for maximum student development if these do not already exist within the school program.

4. To receive the kind of handling and to acquire the skills and attitudes for making satisfactory adjustment, socially and emotionally.

5. To find suitable job-placement, transition, and follow-up in his adjustment to out-of-school living.

6. To benefit from continuous, competent, and sufficiently personalized handling in school to permit individualized counseling as a continuous process rather than an event.

GUIDANCE PROGRAM FOR MINNEAPOLIS JUNIOR HIGH SCHOOLS⁵

An adequate guidance program for Minneapolis junior high schools should provide the services listed below. No discussion has yet been held regarding the responsibility of various persons or departments for providing these necessary services.

⁵A report from the Committee on Immediate and Future Needs composed of James L. McRae, *Chairman*; Clare E. Bell; Henry W. Duell; Geneva Jennings; Charles F. Sanders; and Edward H. Schimmels.

1. *Orientation to the school*

- a. To orient pupils leaving elementary to go to the junior high schools, and see that they are placed in classes or sections that seem most suitable. This may involve visiting the elementary school in the spring, talking to the class about junior high school, and arranging a visiting day. It will also involve discussing assigned pupils with the elementary school principal and teachers, examining the cumulative record cards and possibly giving some tests. It will also mean
 - (1) deciding to which section of the seventh grade each pupil should be assigned if the school has ability grouping, assigning pupils needing certain treatment to teachers who will handle them with understanding
 - (2) selecting pupils who should be considered for special classes, referring them to the Child Study Department for testing, and in conference with the pupil and the parent arranging for transfer to special class if such is indicated
 - (3) selecting pupils in need of remedial reading, giving them further tests needed, and, in conference with pupil and parent, arranging for enrollment in a remedial reading class in junior high school.
- b. To provide for the adjustment of the seventh-grade pupils when they actually begin their work in junior high school. This may involve orientation to the school building, its rules, its activities, and similar activities, through development and distribution of a handbook, through group meetings arranged for the seventh grade, or through home-room meetings planned especially for the seventh grade.
- c. To help pupils from elementary schools and parochial schools and from schools outside the city who enter junior high school at the beginning of the ninth grade become oriented to the junior high school and make satisfactory selection of the electives. This may involve visiting these schools, getting information about their pupils from the teachers, giving these pupils information regarding the junior high school by means of talks, bulletins, or motion pictures, explaining to them those factors regarding college entrance requirements which they need to know at this time, and, in co-operation with their teacher, counseling them in regard to their programs for the ninth grade.
4. To help pupils admitted or transferred to the school during the year become established and started in a satisfactory manner. This will involve evaluating their credits, possibly giving tests at time of entry, conferring with each pupil, planning his program, and getting him oriented.

2. *Accumulation of personnel data*

- a. To gather and record sufficient significant data regarding every pupil so that sound guidance is possible. For the mass of pupils this will involve keeping basic data such as is recorded on the cumulative record cards and seeing to it that entries made are accurate, worth while, and complete. For certain individuals it will be necessary to accumulate

much additional information. This will be the results of additional testing, reports from teachers, anecdotes about pupils, records of interview with pupils, parents, and others, and assembling pertinent records of schooling elsewhere.

- b. To see to it that all those members of the staff who are involved in the guidance program have this personnel data to use, and that they develop interest in it and the abilities and insights necessary in order to make proper use of it, and that expert assistance in interpreting pertinent data be provided as needed.
 - c. To organize and direct the testing program carried on in the school. This includes formulating a program for the school, ordering and keeping track of test supplies, setting up a building schedule for testing, administering tests and directing the teachers in giving the tests. It involves directing the clerical routines, tabulating test results, interpreting test results and statistical measures to teachers and parents, and suggesting and aiding the teachers in making use of test results. It also involves seeing that test results are correctly recorded on the pupil's record so that they will be of future value, and include not only achievement tests but utilizing tests of academic ability, interests, aptitudes, and personality.
3. *Counseling individual pupils during their progress through junior high school*
- a. To counsel pupils on an individual basis whenever they present special problems or need assistance which cannot be rendered in a class situation. This will include pupils of the following types:
 - (1) pupils unsuccessful in school work
 - (2) pupils not working up to capacity
 - (3) pupils who have physical disabilities or health problems
 - (4) pupils who have financial or economic problems
 - (5) pupils with emotional problems
 - (6) pupils with unsatisfactory social adjustment
 - (7) pupils with problems of vocational choice
 - (8) pupils who have unusual abilities or interests

Usually these cases will be discovered by the home-room or classroom teacher. They will require further and extensive testing and interview. Frequently it will require conferences with parents and teachers and other members of the staff. Sometimes it will involve co-operation with social agencies. Often these cases will involve long-term counseling and close supervision over quite a period of time. In some cases it will be necessary to utilize special services not available in the school.

In some cases counseling will have to be supplemented by modifications of the environment. Such modifications might include transfer of pupil to an elementary school, or to a special class, or a remedial reading class, change of program or change of home room, transfer to a special school

providing extracurriculum activities, reduce the out-of-school work program, urge changes in the home.

- b. To make plans during and at the end of the year for pupils whose work is such that a regular promotion to the next grade is questionable. These cases will be reported by teachers. Decision as to what is best for each pupil will be made after appraising the pupil as a person, after getting reports of the teachers and parents as to his capacities and achievement and conferring with them regarding plans.
 - c. To assist pupils who transfer from the school during the semester to the end that they may get started in another school without difficulty.
4. *Vocational and educational orientation*
- a. To help groups of pupils make progress in understanding and appraising themselves as persons, in giving consideration to the world of work and their possible place in it, and in acquiring an understanding of the educational opportunities in the communities to the end that they make suitable educational plans. This involves inclusion of material and projects into the curriculum, utilizing classes, home-room periods, personal interest courses, clubs, and other group situations to extend the understanding of all pupils of common problems which they will meet.
 - b. To help pupils during the eighth grade select electives, including personal-interest courses for the ninth grade. Since this is a point where pupils first take a diversified program, a good deal of attention should be given to this matter. Plans should include acquainting pupils with the content of various subjects and personal-interest courses in order that they may make their plans wisely. Contacts with the parents are necessary in order to give consideration to the ultimate plans of pupils while at the same time considering their individual interests and abilities.
 - c. To give intensive help to pupils in the ninth grade so that they may understand the educational opportunities open to them at the completion of the ninth grade and to select specific subjects for the next year in the light of a long-term plan for their future education. Since the ninth grade presents a definite break in the experience of pupils, counseling at this point is extremely important.
 - d. To give special aid to those pupils who expect to take special vocational training immediately. This includes very intensive counseling for pupils who wish to transfer to vocational schools.
5. *Transition from school to industry*
- a. To guide pupils in regard to after-school and summer work so that work experience may have profitable supplementary educational value, but will not be a hazard to health or result in unsatisfactory progress in school.

- b. To continue very careful supervision of those few pupils whom it seems wise to have leave school with work permits, to the end that for these pupils work is really a more worth-while experience than school.
 - c. To help pupils who leave school at this level make the transfer from school to industry or community living. The junior high school has a great responsibility for giving these pupils vocational counseling, for assisting them in finding and getting established in suitable jobs, and for continuing to give them assistance until they are established and able to go along without help.
 - d. To answer inquiries regarding pupils who have attended school. This involves writing letters of reference, giving information to the Armed Forces, transferring credits, and the like, on the basis of personnel data collected.
6. *Co-ordinating all services to pupils*
- a. To co-ordinate all the specialized services offered within the building (such as the nurse, visiting teacher, classroom teachers, counselors, etc.), and within the school system (including health clinics, Child Study Department, speech correction, etc.), and within the community (including the social agencies dealing with children, the courts, etc.), to the end that all pupils may receive consistent and understanding guidance during their stay in school.
7. *Research*
- a. To carry on research in the field of pupil personnel which will enable the staff to develop a better understanding of causes of lack of adjustment so that during the years the guidance service may be improved.
 - b. To experiment with various types of services, varied techniques, to the end that we may improve the guidance service offered.

GUIDANCE PROGRAM FOR MINNEAPOLIS SENIOR HIGH SCHOOLS⁶

An adequate guidance program for Minneapolis senior high schools should provide the services listed below. No discussion has yet been held regarding the responsibility of various persons or departments for providing these services.

1. *Orientation to the school*

- a. To orient pupils leaving junior high schools, grammar grade buildings, and parochial schools, either at the end of the eighth grade or ninth grade, to enter the senior high schools, and see that they are placed in classes or sections that seem most suitable. This may involve visiting the junior high school, grammar grade building, or parochial school in the spring, talking to the classes about senior high school, and possibly arranging a visiting day. It will also involve discussing assigned pupils with the junior high, grammar grade, or parochial school prin-

⁶Report from the Committee on Intermediate and Future Needs composed of James L. McRae, *Chairman*; Clare E. Bell; Henry W. Duell; Geneva Jennings; Charles F. Sanders; and Edward H. Schimmels.

cial, and teachers, examining the cumulative record cards and possibly giving some tests. It will also mean

- (1) providing the schools feeding the senior high school with up-to-date and complete information regarding the curriculum of the school and its policies since changes in the curriculum occur frequently
 - (2) deciding to which section pupils entering the school should be assigned if the school has ability grouping and assigning pupils needing certain treatment to teachers who will handle them with understanding
 - (3) providing the most suitable program possible for pupils of low academic ability who enter the senior high school and utilizing all the resources possible including the Child Study Department to determine the best school or community adjustment for each pupil of this type
 - (4) selecting pupils in need of remedial instruction (reading, arithmetic, handwriting, or speech), giving them further tests if needed, and providing whatever remedial teaching is possible.
- b. To provide for the adjustment of the ninth- and tenth-grade pupils when they actually begin their work in senior high school. This may involve orientation to the school building, its rules, its activities, and other factors through development and distribution of a handbook, through group meetings, or through home-room meetings planned especially for these groups.
 - c. To help pupils who are admitted from outside the city become established and started in a satisfactory manner. This will involve evaluating their credits, possibly giving tests at time of entry, conferring with each pupil, planning his program, and getting him oriented.
2. *Accumulation of personnel data*
- a. To gather and record sufficient significant data regarding every pupil so that sound guidance is possible. For the mass of pupils this will involve keeping basic data such as is recorded on the cumulative record cards and seeing to it that entries made are accurate, worth while, and complete. For certain individuals it will be necessary to accumulate much additional information. This will be the results of additional testing, reports from teachers, anecdotes about pupils, records of interviews with pupils, parents, and others, and assembling pertinent records of schooling elsewhere.
 - b. To administer school ability, personality, and interest tests to all entering pupils and to see that the results are entered on the cumulative record cards in order to have a more complete picture later.
 - c. To provide a psychological laboratory where high-school students may be given such additional tests of interest, aptitude, and ability as would give insight into their future adjustment. This service should be available for individual students as needed.
 - d. To see to it that all those members of the staff who are involved in the guidance program have this personnel data to use, and that they

develop interest in it and the abilities and insights necessary in order to make proper use of it.

- c. To organize and direct the testing program carried on in the school. This includes formulating a program for the school, ordering and keeping track of test supplies, setting up a building schedule for testing, administering tests, and directing the teachers in giving the tests. It involves directing the clerical routines, tabulating tests results, interpreting test results in statistical measures to teachers and parents, and suggesting and aiding the teachers in making use of test results. It also involves seeing that test results are correctly recorded on the pupil's record so that they will be of future value. The testing program will include not only achievement tests but tests of academic ability, interests, aptitudes, and personality.

3. *Counseling individual pupils as they progress through senior high school.*

- a. To provide counseling on an individual basis whenever pupils present special problems or need assistance which cannot be rendered in a class situation. This will include pupils of the following types:

- (1) pupils unsuccessful in school work
- (2) pupils not working up to capacity
- (3) pupils who have physical disabilities or health problems
- (4) pupils who have financial or economic problems
- (5) pupils with emotional problems
- (6) pupils with unsatisfactory social adjustment
- (7) pupils with problems of vocational choices
- (8) pupils who have unusual abilities or interests
- (9) pupils with problems of educational planning
- (10) pupils with problems of after-school employment
- (11) pupils withdrawing from school.

Usually these pupils will be discovered by the home-room or classroom teacher. They will require further and extensive testing through use of the psychological laboratory, and conferences with parents and teachers and other members of the staff. Sometimes co-operation with social agencies will be necessary. Often these cases will involve long term counseling and class supervision over quite a period of time. In some cases it will be necessary to utilize special services not available with the school, *i.e.*, Child Study Department, University Clinic.

In some cases counseling will have to be supplemented by modifications of the environment. Such modifications might include transfer of a pupil to an elementary school, or to a special class, or a remedial reading class, change of program or change of home room, transfer to a special school, providing extracurriculum activities, reducing the out-of-school work program, and urging changes in the home.

- b. To assist pupils who transfer from the school during the semester to the end that they may get started in another school without difficulty.

4. *Vocational and educational orientation*

- a. Through a group approach to help pupils make progress in understanding and appraising themselves as persons, in giving consideration to the world of work and their possible place in it, and in acquiring an understanding of the educational opportunities in the communities to the end that they may make suitable educational plans. This involves inclusion of material and projects into the curriculum, utilizing classes, home-room periods, vocational conferences, and extracurriculum activities, to extend the understanding of all pupils of common problems which they will meet. It will necessitate accumulating a library of educational and vocational information and making it available to pupils.
- b. To help pupils review their educational and vocational plans as their interests and achievements change to the end that the pupil may make a suitable long-term educational program. This will necessitate keeping pupils informed regarding various schools and colleges and the courses offered in these schools.
- c. To give special aid to those pupils who expect to take vocational training immediately. This will include giving very intensive counseling to high-school pupils who wish to transfer to vocational schools, to those who are considering co-operative part-time education, and those who are interested in apprenticeship training.
- d. To counsel with pupils regarding the best use of vacation period so that they may use this period for purposes of further education, vocations, experience, or in other worth-while ways.
- e. To counsel pupils with respect to summer school, evening school, and special classes from the point of view of its possible value for acceleration, remedial work, enrichment, and continuation of education.

5. *Transition from school to industry*

- a. To guide pupils in regard to after-school work so that work experience may have profitable supplementary educational value, but will not be a hazard to health or morals or result in unsatisfactory school progress.
- b. To continue very careful supervision of those few pupils whom it seems wise to have leave school with work permits to the end that for these pupils work is really a more worth-while experience than school.
- c. To help all pupils who leave high school before graduation make the transfer from school to industry or community living. The senior high school has a great responsibility for giving these pupils vocational counseling and for assisting them and getting them started in suitable jobs, and for continuing to counsel them until they are established and able to go along without help.
- d. To help pupils graduating from high school make the transfer from school to job. This will imply utilizing the co-operative part-time train-

ing plan and providing placement service to the end that all pupils wishing it may be suitably placed and assisted in getting started on beginning jobs that are suitable.

- e. To answer inquiries regarding pupils who have attended school. This involves writing letters of reference, filling out rating sheets, transferring credits from the personality data collected, and other activities.

6. *Co-ordination of all services*

- a. To co-ordinate all the specialized services offered within the building (such as, the nurse, visiting teacher, classroom teachers, counselors, etc.), and within the school system (including health clinics, Child Study Department, speech correction, etc.), and within the community (including the social agencies dealing with children, the courts, etc.), to the end that all pupils may receive consistent and understanding guidance during their stay in school.

7. *Military guidance*

- a. To help boys approaching military age appraise themselves in terms of military service and make suitable decisions regarding this service. This will involve providing current information about the various phases of the Service and the way men are selected for them, and attempting to develop in young men attitudes of loyalty and acceptance of military service.
- b. To assist men in the Service who wish to go on with their education by evaluating their military experiences in terms of high-school credit and advising them regarding the continuation of their schooling.
- c. To counsel men coming out of the Service who are considering completing their high-school education, and if they decide to return to help them adjust to the school and to adjust the school to them to the end that they may make as rapid and satisfactory progress as possible.

8. *Research*

- a. To carry on research in the field of pupil personnel which will enable the staff to develop a better understanding of the causes of lack of adjustment so that during the years the guidance service may be improved. This would include study of such factors as health, mental ability, special aptitudes, emotional adjustment, social adjustment, and interest, upon scholastic achievement and vocational success.
- b. To experiment with various types of services and various techniques to the end that we may improve the guidance service offered.
- c. To carry on follow-up studies of graduates and drop-outs to the end that we may have a better understanding of vocational aptitudes.
- d. To carry on studies of vocations and industries in this area and to keep in contact with all other agencies doing such research so that we may base counseling on authentic information regarding occupational life in this vicinity.

SUMMARY OF THE JOB ANALYSES OF THE
JUNIOR AND THE SENIOR HIGH SCHOOL COUNSELORS AND DEANS¹

Method

The committee responsible for analyzing the work of junior and senior high-school counselors and deans spent some time in studying various job analysis methods. They finally adopted a modification of the *Worker Analysis Technique* used by the U. S. Employment Service. This technique involves observing and interviewing workers to get in detail answers to the following four questions: What do they do? Why do they do it? How do they do it? What skills are needed? Is it impossible to observe counseling procedures; therefore, this committee decided to base its job analysis on an interview rather than on observation. Since a counselor's duties vary from day to day, an attempt was made to get a description of the counselor's job over the period of the first semester of this year.

In order to try out the technique, forms were set up and the supervisor of counselors interviewed eleven members of the group using these forms, and spending approximately two hours with each counselor. Following this, the counselors who had been interviewed, in turn interviewed others. Thus, it was possible to get job analyses of practically all members of the group. Then each counselor was asked to go over the description of his own job trying to indicate the percentage of time over the period of a semester spent in each activity. He was also asked to make corrections and additions to it. Finally, he was encouraged to discuss this job analysis with his principal.

Summary of Results

Since each counselor's job is in many particulars different from every other counselor's job, it is impossible to prepare an accurate summary of these job analyses. Nevertheless, a fairly typical picture emerges as one reads the various job analyses of counselors in junior and senior high schools. Following is a brief summary of the job analyses that has been co-operatively developed at the various levels.

THE JOB OF COUNSELOR IN THE JUNIOR HIGH SCHOOL

<i>Analysis of Duties</i>	<i>Knowledge and Skills Needed</i>
<i>Teaches two classes or has one class and a home room.</i>	Same as teacher in similar field.
<i>Extraneous duties</i> —Duties which are extraneous to counseling: handles 7th-hour study hall, supervises hall guides, acts as adviser for the Student Council, gives out early excuses, supervises	Administrative and supervising skills.

¹From the Report of the Committee on Present Functions and Procedures composed of Barbara H. Wright, *Chairman*; Carl H. Klaffke; Viola A. Marti; and Celeste Leemhuis.

Analysis of Duties

the lunchroom, handles discipline problems, takes over the administration of the building when the principal is away.

Handles orientation of entering pupils. Visits elementary school to explain junior high school to pupils and confer with teacher and principal in regard to wishes and needs of individual pupils.

Sometimes administers intelligence tests to pupils in 6A. Also contacts parochial schools sending pupils to junior high schools. Confers with individual pupils planning to transfer from parochial school at end of the 8th grade in order to help them plan the 9th-grade programs.

Interviews and makes programs for pupils being admitted as new pupils or transferred, either at beginning of semester or during semester. Arranges a visiting day for entering pupils or arranges for orientation programs in auditorium or during home-room periods after pupils are enrolled.

Selects and assigns pupils to sections if the school has ability grouping, to remedial reading or other remedial classes. Makes programs for pupils needing special treatment. Selects and recommends pupils for testing for special classes. Involves examination of cumulative record cards, administering additional tests conferring with teachers, pupils, and parents; working with the visiting teacher, nurse, and others.

Advises pupils in the selection of personal-interest courses and ninth-grade electives. Sometimes involves preparing bulletins for teachers regarding electives and meeting with teachers to explain these bulletins. Also involves meeting with classes of pupils. Counselor usually works with the home-room teacher in order to reach pupils at the 8A level. Advises with individual pupils who have special problems.

Advises pupils considering transfer to Vocational School. Arranges for visit of all pupils interested in vocational. Confers with individual pupils who

Knowledge and Skills Needed

Knowledge of junior high-school organization and curriculum, including abilities and interests needed for various electives.

Ability to work smoothly with other adults. Skill in appraising pupils from records, tests, and interviews. Ability to organize the school activities.

Interview skills.

Ability to read and interpret pupils' records, to give and evaluate test results, to use interview techniques, and to handle persons with tact and understanding.

Knowledge of junior high-school curriculum, especially abilities and interests needed for various courses and electives. Ability to work with teachers, ability to estimate pupils' abilities from records and interviews.

Knowledge of vocational-school courses and requirements for each, also vocations for which these

Analysis of Duties

may wish such transfer. Explains vocational curriculum to groups of 9th-grade pupils. Meets with parents whose children may wish transfer. Handles clerical routines involved in transfer.

Assists pupils in selecting 10-grade program as a first step in their plan for senior high-school education. Keeps informed regarding curriculum offerings in the senior high schools, prepares bulletins for the community civics classes in regard to the high-school curriculum, assists the community civics teacher in presenting this information to pupils, advises with individual pupils regarding programs, checks program plans and assignment cards. In some instances, counselor confers individually with all 9th-grade pupils regarding senior high-school program. In other instances, counselor sees pupils referred because their plans seemed inappropriate.

Usually handles the testing program in the building. Involves ordering test supplies, setting up a testing program and arranging a schedule, working with all teachers in giving these tests, doing the statistical work necessary upon them, interpreting test results and test bulletins to teachers. Also involves administering intelligence tests to all pupils in 7th grade, figuring IQ's and percentiles on these tests. Gives additional tests to individual pupils including achievement tests, intelligence tests, personality and interest tests, and aptitude tests. Handles clerical functions such as sorting tests, figuring IQ's and percentiles, checking files.

Confers with and counsels pupils with specific problems of school and personal adjustment. This means working individually with pupils referred by teachers including those who are failing in school work, those socially maladjusted, not working up to capacity, having problems of vocational or educational choice. This counseling ranges from very brief, single interviews with pupils presenting minor problems, to very thorough case studies involving testing and interviewing, not only with pupils but with teachers,

Knowledge and Skills Needed

schools train. Knowledge of the ability, interests, and personal qualifications needed for each course offered. Counseling skills.

Knowledge of high-school curriculum, college-entrance requirements, educational requirements for specific professions and other occupations. Insight into the abilities needed for success in high-school courses. Ability to handle clerical routines. Teaching ability.

Thorough understanding of the principles of measurement, knowledge of various kinds of tests, skill in administering such tests, ability to use statistical measures involved in testing, judgment and insight into the meaning of test results. Ability to interpret test results to teachers and parents. Excellent judgment in evaluating test results as they pertain to individual pupils.

Understanding of pupils' behavior, insight into their attitudes, abilities, and responses. Ability to get their confidence and co-operation. Skills in the use of tests, interviews, rating schedules, etc. Ability to work with adults and give them insight into pupils' behavior.

Analysis of Duties

parents, and others in order to get insight into the reasons for pupil's behavior and to get the co-operation, assistance, and advice of these persons in handling pupils.

Works closely with teachers in all problems involving pupil adjustment. This involves leading discussion in teachers' meetings, presenting pupil case studies, holding individual conferences with teachers. It involves giving information and aid to advisers and classroom teachers, working especially closely with the community civics teacher.

Refers pupils for after-school or Saturday work and suggests jobs for pupils leaving school. This involves keeping in touch with the employment office, posting bulletins, listing jobs, advising pupils regarding a specific job, and making out job referral cards.

Knowledge and Skills Needed

Thorough knowledge of pupil personnel techniques, ability to speak before groups and to organize group discussions. Ability to work with and aid adults.

Placement skills.

THE JOB OF COUNSELOR IN THE SENIOR HIGH SCHOOL

Teaches one or two classes and may have a home room if two counselors are assigned to the building.

Handles some special assignments such as chairman of Scholarship Committee, adviser for Student Council, on duty in the lunchroom, and takes charge of school movies.

Handles orientation of new pupils and assignment of in-coming students to sections and remedial classes. Keeps in touch with the junior high schools and other schools sending students, informs them about courses of study and other entrance routines. Sometimes administers tests to pupils before they enter the school, arranges to get information needed in regard to sectioning pupils for 10th grade.

Confers with pupils being admitted to the school or transferred at beginning or during the semester, evaluates their credits and assists them in selecting a program. Arranges for orientation program for pupils new to the building, gives pertinent information about new pupils to home-room and classroom teachers. Makes special pro-

Same skills as required of classroom teacher in similar field.

Knowledge of senior high-school program of studies and entrance routines. Ability to organize, to work with others, to give tests, to interview, to evaluate credits, and to estimate abilities of pupils from records.

Analysis of Duties

grams for entering students who need individual consideration. Some counselors interview all entering pupils during their first semester in a school for purposes of orientation and program planning.

Advises with pupils regarding choice of electives during their period in high school. In some cases counselor keeps a program plan card for each pupil and advises with each pupil who wishes to make any definite change in the program made at the time he entered school. In other schools the counselor works through the home-room teacher informing pupils of program plans, issuing bulletins regarding registration for the next semester, and seeing pupils referred by them for advice regarding program plans.

Advises with pupils regarding vocational transfer and assists them to make these transfers.

Advises with pupils regarding vocational planning and further training. Involves interpreting college aptitude tests to seniors, advising with pupils regarding selection of suitable college and other schools, assisting pupils in getting scholarships, helping them to fill out college admission blanks, conferring with them regarding various vocations, helping them to appraise their abilities and interests for various vocations and various college and trade schools.

Handles the testing program in the building. Involves planning the testing program, ordering tests, keeping track of test supplies, working with teachers in administering group tests, scoring tests which are not machine scored, figuring percentiles, grade norms, etc. Also involves selecting

Knowledge and Skills Needed

Very complete knowledge of the high-school curriculum, rules and regulations for graduation, system of counting credits, abilities needed for various courses, college-entrance requirements, and the training requirements for various other schools and occupations. Ability to prepare bulletin material, to meet with groups of teachers and pupils, and to interview and advise individual pupils regarding programs. Guidance skills including ability to appraise pupil's aptitudes, etc.

Complete knowledge of vocational school, its curriculum, requirements needed for various courses there, and vocations for which this school trains.

Knowledge of college-entrance requirements and college curriculum, college costs, etc. Understanding the college aptitude tests, knowledge of other educational opportunities in this vicinity. Knowledge of vocations and training needed for them. Skills in educational counseling, ability to work with pupils, insight into pupils' abilities, good judgment. Personality that invites the confidence of students.

Thorough knowledge of tests and measurements including especial ability to interpret tests given to individual pupils. Also ability to interpret test results to teachers. Ability to evaluate and select tests

Analysis of Duties

and administering various tests to individual pupils as needed including intelligence tests, achievement tests, tests of interest, and aptitude and personality.

Checks credits for high-school graduation and for university entrance and helps pupils plan programs which assure their meeting necessary requirements.

Advises with boys entering and in military service. This includes arranging to have Form 213 filled out for all boys over 16, advising with boys regarding various branches of the Service, arranging for them to take such tests as the "radar" test. Involves corresponding with men in the Service, evaluating their military credit and advising them as to what further training they should take in order to complete requirements for high-school graduation. It also includes conferring with veterans who wish to return to high school and helping them get adjusted if they return to school.

Interviews and counsels with pupils who are failing in school, pupils who are not working up to capacity, those presenting any special problems due to physical disabilities, financial difficulties, unsatisfactory social adjustments, or problems of vocational choice. In handling such cases the counselor works closely with other members of the staff, interviews teachers, visiting teacher, nurse and others, makes a definite effort to report back to the home-room teacher. These cases vary from minor cases involving a single interview to cases involving extensive testing, thorough case studies, and repeated interviews.

Handles employment, including routines for excusing people for Christmas work. Helps pupils who need it to get after-school work, advises pupils regarding hours and types of work, assists graduates in finding suitable full-time employment, works with the central office in publicizing employment opportunities and employment regulations. Issues *Card of Introduction*, receives calls from employers, selects and refers pupils for jobs.

Knowledge and Skills Needed

needed in case studies. Knowledge of statistics.

Knowledge of the accrediting system of both high school and college.

Keeping up-to-date on Selective Service directives and enlistment programs. Knowledge of the military accrediting rules, skill in educational advisement. Ability to deal with young adults.

Interviewing and counseling skills. Understanding of the emotional problems of adolescents, ability to get the confidence of pupils, ability to work with others. Ability to make case studies.

Knowledge of employment conditions, labor laws, placement skills, and of occupations.

Analysis of Duties

Arranges group conferences for the discussion of the university-entrance requirements, various occupations, military services, employment possibilities, and other matters of common interest to a group of pupils. Issues questionnaire to find out what problems students wish to have discussed. Arranges for outside speakers and holds meetings as indicated.

Writes letters of reference for pupils who are in school or who have left school, fills out rating scales. This involves looking up school records of individual pupils, interviewing teachers regarding them and assembling information and translating it into letters of the type indicated above.

Confers with pupils withdrawing from school for the purpose of trying to make any adjustment which would enable them to stay in school, to talk over possibilities of other types of training, to discuss jobs, and to make them feel that they are welcome if they are to return.

Confers with teachers in regard to individual pupils who present particular problems, assists them to get insight into pupils' behavior, helps them to interpret test records and pupil personnel records, gets their co-operation in making adjustments for pupils presenting particular problems. Works with the nurse, visiting teacher, principal, and others in handling problems which are primarily the responsibility of these other workers.

Does clerical work involved in the routines and services mentioned above. Some of this clerical work involves counseling skills but a good deal of it is clerical work of a routine nature such as alphabetizing tests, checking cards, making out pass-slips, typing letters, writing interviews notes, pulling cards from files, returning cards to files.

Knowledge and Skills Needed

Ability to meet with and get the co-operation of persons in the community, ability to arrange and pre-

side at meetings.

Ability to interpret pupil records, to write letters.

Counseling skills.

Ability to work with other adults. Thorough knowledge of personnel work.

Clerical skills.

THE JOB OF THE DEAN OF STUDENTS

Several buildings have two deans of students instead of an assistant principal and counselor. In addition to the duties listed under counselor for senior high school, the dean of students does the following:

Analysis of Duties

Makes schedule of recitations each semester, plans building program and gets pupils assigned for the next semester.

Prepares bulletins describing program of studies, sets up routine involved in programming, tabulates probable registration for subjects. Makes list of classes needed, sets up schedule of recitations. Arranges for or assists in getting pupils' assignment cards completed (with rooms and periods assigned), tabulates enrollment in classes to equalize classes before semester opens. Requires several weeks' full-time work about the middle of the semester.

Equalizes classes and makes necessary changes in program because of addition or subtraction of teachers or increased or decreased enrollment after the semester starts. Requires practically full-time work for one or two weeks at the beginning of the semester.

Handles discipline cases, including pupils sent out of class, truants, tardiness, and other violations. May see teacher and pupil to settle case immediately, may send for parent, may refer to visiting teacher or other agency for study. (In some schools this takes about 50 per cent of the dean's time.)

Issues early excuses — Admits pupils who have been absent for other than health reasons.

Arranges for and presides at some auditorium programs.

Takes charge of building in the absence of principal.

Assists principal in setting up policies.

Is in charge of certain building matters such as over-all supervision of study halls, keeping halls orderly and clean, supervision of lunchroom, scheduling student activities, arranging commencement routines.

Handles telephone calls of parents and others. Sees visitors who come to the building.

Knowledge and Skills Needed

Thorough understanding of the building program. Administrative skills, knowledge of secondary-school administration. Ability to work with teachers.

Ability to organize and carry out good clerical routines.

Wisdom, tact, insight into pupils' behavior, firmness, respect of pupils.

Administrative ability.

Good judgment and school experience.

Organizing a High School Co-operative Program in the Distributive Occupations

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GROUNDWORK for a co-operative part-time program in the distributive occupations having been laid in the manner suggested in the first article of this series¹, the principal will find himself facing further challenging problems. Regardless of the degree of success his spring campaign may have attained, he can ill afford to rest on his oars. The influence of his expressed point of view and the extent of his active support will be determining factors in the success of the program. Although he must rely upon the co-ordinator-teacher for almost all of the footwork and for attention to a great deal of detail, he cannot delegate his administrative and general supervisory responsibilities or the activities they entail.

The principal is directly responsible for fostering a healthy situation in at least three important relationships:

The co-ordinator-trainee relationship—The co-ordinator will be most effective when placed in a position where he is readily accessible to every pupil interested in a career in distribution and is the recognized counselor on the distributive occupations in the guidance plan of the school.

The school-community-home relationship—A common understanding between the school, the community, and the home will result in each having identical or parallel aims for the program and in mutual agreement on the manner of its operation.

The faculty-co-ordinator relationship—When the faculty accepts the class as an integral part of the high-school program and realizes its value in the curriculum, each teacher will be more alert to opportunities to contribute to the vocational well-being of the young workers.

With these relationships in mind, the following paragraphs will summarize in chronological order those points with which the principal or the co-ordinator under his direction will be concerned in organizing the in-school program for the distributive occupations and the activities related thereto. For convenience the points to be discussed in this article will be grouped under two headings; namely,

Summer activities, including building good will for the program, establishing the co-ordinator's duties, and providing equipment for the classroom; and

Activities at the opening of school, including organizing the selection and

¹See March, 1945, issue of *The Bulletin of the National Association of Secondary-School Principals*, pages 80-89.

placement program, arranging the schedule, and providing instructional material.

It is impossible, of course, to delineate these activities in a definite order or to insist that they always conform to that pattern. Some steps will necessarily be delayed in point of time, some will be advanced, and some will continue long after others have been completed. However, in general, the order of procedure will apply.

SUMMER ACTIVITIES

The summer months offer the principal a respite from routine duties during which time he can prepare for the year ahead. He will have an opportunity to confer at length on various phases of the program and thus to reduce the number of conferences which usually accompany the opening of school.

1. *Building Good Will for the Program*

Since a procedure was suggested in the previous article for building good will for the program and for establishing the position of the co-ordinator in the school and community, it will not be repeated here. Suffice it to say that the creation of good will deserves special emphasis during the first year of the program and, since it is a continuous process, it cannot be neglected in any of the years ahead. The amount of promotional effort required of the principal will, of course, diminish as the co-ordinator and the program gain in strength, but his supervision will need to be directed increasingly toward improvement of the instructional and work-experience programs.

2. *Establishing the Co-ordinator's Duties*

The strength of the co-ordinator's position and the degree of his satisfaction with his work will be an outgrowth of the quality of the supervision he receives. By and large, if he is free from constant consultation on *minutia* and his work is judged on total accomplishments, he will reap greater returns for the school. The most annoying weaknesses supervisors are wont to exhibit are often the outgrowth of a lack of understanding of the necessary activities of the supervised and an unwillingness, an inability, or a failure to realize the importance of agreeing upon a clearly defined assignment of duties to the co-ordinator.

As a basis for creating a sound supervisory relationship, the principal, through a series of unhurried summer conferences, can learn the many ramifications of the co-ordinator's position. He will find it to be a full-time task and, during the early years of a program, one that requires considerable overtime. Among the more important responsibilities of the co-ordinator are the following:

- a. A statement of the aims and objectives of the program must be written which will be equally acceptable to the pupil, the home, the business, and the school, and two or more of them must be consulted before each student is placed in employment.

- b. Stores must be visited in search of acceptable training stations and competent store training sponsors. Approval of the station and the sponsor must then be secured from all interested parties. Among other things the quality of work experience in each job is evaluated, moral conditions are checked, and the desirability of the occupation as a career for the pupil is studied.
- c. Contact is established with all students interested in a vocation in the field of distribution. School rolls, the school census, lists of pupils who work, and other special sources are sought and each source is consulted in search of candidates for the class. Each youth is entitled to an honest evaluation of the employment he is considering from persons who are thoroughly familiar with the occupation. The list of prospective students is then carefully screened. Only those students are retained who can and will profit by the instruction proposed and, incidentally, who can be expected to reflect a reasonable degree of credit on the school and the program.
- d. Each student is given brief instruction in personal grooming and in such other topics as he may find useful in employment interviews with businessmen.
- e. Consultation between the principal, the co-ordinator, and each pupil is then necessary in order that all parties concerned may be assured that the student is to pursue a well-rounded course of study, one which is neither so highly specialized that it defeats the aims of liberal education nor so general that it fails to provide the student with the skills he needs in becoming an economic asset to society.
- f. A training memorandum is prepared for each training station, based on the most complete job analysis available.
- g. Training material, directly or indirectly related to each job, is collected and arranged in teachable form. The continuous revision of such materials is necessary; a task that is becoming increasingly difficult.
- h. The classroom is planned and arranged. In conference with the principal, the most efficient use of time, space, and materials is projected. In the selection and purchase of equipment and supplies, scores of letters must be written.
- i. A continuous survey of employment opportunities in distributive business of the community is planned and initiated.
- j. Satisfactory public relations must be established and maintained; a process which involves such activities as preparing and making talks, writing news stories, holding conferences, and making radio appearances or arranging appearances for others.
- k. Teaching two or more periods and holding individual conferences with trainees on problems peculiar to their jobs consumes more than half the co-ordinator's day.

- l. Instruction in school is co-ordinated with the job processes of each student. This task involves studying the job, locating or preparing specific instructional material, conferring with students and store sponsors, and participating in other activities directed toward raising and maintaining the standards of the program.
- m. The Distributors Club, or some similar student organization, is promoted and advice is given on its various educational, civic, and social projects.
- n. Office routine involving correspondence, records, and reports must receive attention.
- o. A proper balance must be maintained at all times in the program of each trainee and in the comprehensive training program of the community.

The co-ordinator of a distributive occupations class cannot be expected to assume school duties requiring a greater amount of time than is ordinarily required of any other instructor carrying a normal teaching load; he will have better success if his school load is light. Although many duties are occasional in character, the vast majority of them are continuous daily and weekly activities throughout the year. If the responsibility for arranging, recommending, and approving employment of all high-school students who work in distributive occupations is included in the assignment, *as it should be*, the task becomes exceedingly complex and often burdensome. If an overload develops, classroom work is usually first to suffer and it results in sacrifices that strike at the heart of the program.

The principal can avoid the ill effects of overloading and prevent misunderstanding and conflict by agreeing in advance with the co-ordinator on a carefully defined statement of his functions and responsibilities. Although in sound administrative practice, the idea expressed above is trite, it will bear repeating at this point: The co-ordinator should be held accountable for *total results*; he should *not* be required to secure approval of routine activities which are clearly within the function assigned him. Standards should be established against which his performance can be weighed. If the summer conferences result in a clear, mutual understanding of what is expected of the co-ordinator, he will not be hampered by uncertainty as to what he is and is not permitted to do. One example of a point upon which an understanding is of vital importance is the question of local and state supervision. In the earlier article it was emphasized that supervision is the prerogative of the principal; however, it may be to his advantage and to the best interests of the program that specialized state supervision be used when available. This is especially true of Federally aided programs. Annual state conferences, summer training sessions, and classroom visitation dealing with special technical and professional aspects of the program are available to co-ordinators of distributive education in practically every state. The principal or the co-ordinator in a

school having a non-reimbursed program will probably encounter no difficulty in securing an invitation to participate in these meetings. However, the manner in which such specialized supervision is conducted, how its findings are reported, and the program adjustments any state or area supervisor seeks to make should be the subject of a definite understanding between the principal, the state supervisor, and the co-ordinator.

3. Providing Equipment for the Classroom

In comparison with other types of vocational education, distributive education is exceedingly modest in its demands on the school budget for equipment and supplies. The training station serves as a laboratory. A store and other *psuedo* training devices designed to duplicate job situations in the schoolroom are both unnecessary and, in the main, undesirable. The student has outgrown "playing store"; "make believe" in the schoolroom seldom appeals to him; he is working in a real store and, in it, he faces the actual problems of other store workers. The primary concern of the principal is to determine what equipment and supplies are necessary and to arrange to provide them. The writer has seen moderately successful programs operate from the stage or dressing room of a school auditorium, but well-housed programs in much smaller communities having much less chance of success have far surpassed them in every respect. The seriousness with which the principal approaches the program is usually reflected in the provisions he makes for equipping the classroom.

What are some desirable physical characteristics of a distributive occupations classroom? Stated with a minimum of detail, they are:

- a. Plenty of light. Students study merchandise of various types, shapes, sizes, and colors. Close examination of goods is frequently required.
- b. Individual tables and comfortable chairs. Table space on which to spread merchandise and display materials is essential to the well-planned room.
- c. Glassed partitions to separate the main classroom, a small conference room, and the co-ordinator's office are desirable. A storage room should be provided.
- d. Large bulletin boards and a blackboard are a necessity.
- e. Office and classroom equipment should include at least one lockable 4-drawer steel filing cabinet, a typewriter and desk, card files, bookcases, office desk, shelving, notebook files, and miscellaneous smaller items. A display case and a wrapping counter are often handy *if proper use is made of them*. The principal is cautioned against the installation of expensive store equipment; retailing changes so rapidly that the cost of continuous replacement is usually prohibitive. Moreover, the store is the best laboratory for the co-operative program. If equipment is purchased, it should be justified by its educational service to the student. The classroom should lead the business community in such equipment

as it may be desirable to install; it should neither be allowed to trail behind business in the quality of its equipment nor should it use items stores have discarded as obsolete. The school should be exemplary in the servability and in the manner of maintenance of its equipment.

ACTIVITIES AT THE OPENING OF SCHOOL

The summer will end with many of the principal's responsibilities having come to rest on the shoulders of the co-ordinator. However, he will find himself beset with problems, the solution of which he is in the most strategic position to effect.

1. *Organizing the Selection and Placement Program*

It will be through a practical program of guidance in the school that the student will be best able to choose his vocation, and, consequently, find his place in the distributive occupations class. The following suggested general procedures in selection may be helpful to the principal:

- a. The general advisory or steering committee should establish broad standards upon which selection is to be based. If special committees in specific fields of employment are available, better results are possible.
- b. The usual guidance procedures should be followed in determining student qualifications as to age, physical conditions, school standing, vocational interests and aptitudes, and other factors pertinent to occupational choice.
- c. Interviews between prospective students and the co-ordinator and, later between each student and employers in the field of his choice should give the student a clear picture of the occupation under consideration.
- d. Probationary or trial work experiences are often helpful to the student who has not decided definitely on a vocation.

The rapid development of scientific employment procedures in personnel departments offer promise of decided improvement in the selection process. The principal who can establish a type of pupil selection for the distributive occupations class that approaches the best practices in business, will find greater satisfaction in his placement program.

2. *Arranging the Schedule*

Schedule arrangement is a subject in itself. Several questions, the answers to which will affect the schedule, should have been answered during the spring or summer months. Among these questions are: Will Federal vocational education funds be used and, as a consequence, will the policies have to conform to the state plan for distributive education? Is a one-year or a two-year program to be initiated? What subjects if any are to be prerequisites to enrollment in the distributive occupations class? Are students to work and study on a half-day, week-about, or on some other basis? Are two students to alternate on a work and school schedule at each training station? How many credits are to be granted for classwork and how many for work experience?

In seeking the answers to these and many other questions that will arise, the principal will find less difficulty in making decisions if he will give due consideration to the following points:

- a. The time-interval between theoretical instruction received in school and the practical application the student makes of the instruction should be kept to a minimum. Although application of this principle of vocational training can be carried to ridiculous extremes, if the morning's learning can be applied to a real situation in the afternoon, efficiency in learning will be increased. The arrangement of work-experience schedules to accomplish this purpose is the subject of an article by the writer in the *National Business Education Quarterly*, N. E. A., May 1944, to which reference is made for a more comprehensive discussion of this point.
- b. A student's schedule should allow him time for study. If one period is scheduled for direct vocational instruction and one for related subject-matter, preparation of the distributive occupations classwork should be conducted during the two periods. The evening is thus left open for the preparation of other school subjects. The student, in school all morning and on the job all afternoon, has limited time for homework and for recreation. If possible, his work experience should not exceed fifteen hours each week.
- c. Time should be provided for student activities that have as their purpose the development of leadership, self-confidence, social poise, and other desirable attributes of distributive workers. Clubs, under such titles as The Distributors Club or The Future Retailers Club, are organized as a vehicle for this type of training in distributive occupations programs.
- d. In so far as the schedule can provide it, protection must be given the student in such matters as hours of work, health and moral welfare, and educational progression.

In classes conforming to Federal policies, two periods of not less than forty-five minutes each, preferably consecutive, are scheduled each school day. Some principals schedule the full ninety minutes in one period. In order to gain a period, the class may open in advance of the beginning of the school day or extend beyond the close of the last morning period; for example, in a school using sixty-minute periods that opens at 9:00 A.M., the distributive occupations class convenes from 8:30 A.M. to 10:00 A. M. This arrangement leaves two periods for other subjects if the school's morning schedule is organized on a three-period basis, or it leaves three periods if on a four-period basis. In schools having a limited number of elective subjects, the extra period may be needed by students whose schedule is heavy. In case Federal funds are not involved, one sixty-minute period may be scheduled daily in two-year programs and, in the writer's opinion, be equally as effective as the

above arrangement if the instructional materials are carefully prepared and the teacher's time is effectively used.

In one-year programs the equivalent of two periods each day throughout the week is essential. The quality and quantity of pre-vocational courses is also a determining factor in scheduling. Students who receive from the general curriculum a good basic understanding of practices in the business world will need less time for general subject-matter in the vocational class. In a long-range planning program looking toward the introduction of any type of vocational education in a school system, the general offerings need to be reviewed in the light of their contribution to vocational objectives as well as to the general objectives they are expected to attain.

3. *Providing Instructional Materials*

Closely related to the selection of physical equipment is the collection and preparation of instructional material. This process should begin during the summer months. It should never cease. Three types of instructional material should be available to the class:

- a. General material which includes the useful references in such subjects as retailing, business economics, and even in preparatory subjects such as general business and business mathematics.
- b. Specific materials for direct vocational instruction on such topics as shoe fitting, textiles, selling men's furnishings, and as many other subjects as the trainees need.
- c. Related materials such as the chemistry of foods, science in sanitation, and such other subjects as will "enlarge the vocational knowledge, understanding, morale, or judgment of workers" being trained in the occupation to which the subjects are related.

The *mores* of man are probably the outgrowth of his vocational activities to as great a degree as they are to his search for cultural development. Therefore, the adaptation of general subject matter to vocational ends violates no sound educational principle. When such general subjects as English, speech, journalism, mathematics, and science are adapted to the student's vocational needs, they serve his cultural needs no less well. To the extent to which such adaptations can be made without detriment to the subject itself, the distributive program is improved. However, in many distributive occupations a sound general education will serve to qualify the student for employment even better than will a too highly specialized course of study.

Specific vocational material is usually of more value to the student when its selection is based on factors determined from an analysis of the job he holds. In seeking satisfactory materials, the practice of making broadcasts of requests to business and education organizations usually brings to the coordinator's desk more material of the promotional variety than that which has sound vocational training value. The distributive education programs in the states have gone through several stages in search of more usable direct

vocational subject matter. At present the trend is toward the development of teaching materials in summer workshops. In 1945, the co-ordinator-teachers of one state worked three days each week in stores and three days in a workshop in which each of them produced a training manual in the occupation with which he was most familiar. Material so produced has more potential training value than has a miscellaneous collection of material which requires a great amount of reading to glean the information desired. The teacher does not have much time during the school year either for writing or for helping the students analyze material. Without carefully prepared material for study, the student may become lost in a maze of facts and may be forced to weigh the value of these facts without proper guidance and direction. The co-ordinator should attend workshops and the time and the funds needed to defray the cost should be provided by the school. Because of rapid and abrupt changes in today's goods, information about merchandise presents one of the greatest problems in instructional materials; yet the lack of familiarity with the characteristics of merchandise on the counters is a glaring weakness of the modern sales force. The principal's sympathetic understanding of this and all other teaching problems and his administrative assistance in attacking them will enable the co-ordinator to make better progress toward effecting a satisfactory solution.

PROVIDING FOR THE FUTURE OF THE PROGRAM

When the program is in operation, the responsibilities of the principal become less urgent and begin to take on the characteristics of periodic supervision. However, since distribution is dynamic and ever changing, and since distributive occupational training is still young, the principal will find that the co-operative program requires a type of supervision in the high school and in community that varies in some important particulars from other subjects.

Setting up a pattern of classroom procedure, building a training program for store sponsors, creating a functioning leadership training program, establishing a satisfactory in-school organization that will simplify supervision, and co-ordinating the co-operative and adult extension programs are types of activities that vitally influence the future strength of the total program.

We are entering a period of our economic history in which the number of persons engaged in some phase of distribution will constitute more than half of the total number of wage earners in the nation. Education has a serious responsibility to contribute to the welfare of these workers. It has a doubly serious responsibility for training youth who honestly intend to devote a lifetime of service to society through the distributive occupations. Because distribution is world-wide in scope, the principal who plans and operates a successful distributive program will enhance the service of his school to welfare of his community, his nation, and the world at large.

Inauguration and Development of Co-operative Work Experience Education in Secondary Schools

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THE comparatively recent acceptance of work experience as an integral part of American education marks the recognition once again of an age-old principle of education—learning by doing. Down through the pathway of the history of the human race, many leaders both in education and industry have struggled to develop and retain this important principle of a balanced education.

Many endorsements of this idea can be found today in educational books, professional and lay magazines, and the daily press. In 1942 a report of the American Youth Commission concluded:

In many cases and not only for financial reasons, pupils in the upper years of high school and junior colleges should divide their time equally between school attendance and wage employment. Half-time work in private employment, with half-time devoted to instruction in the schools, would be an especially appropriate type of program for the twelfth, thirteenth, and fourteenth grades.¹

The concept of co-operative education and its attempt to synthesize education in the classroom with co-related work experience in business, industry, and public or professional service is old and generally accepted. Nevertheless, the nature and results of its practices merit continued investigation.

PURPOSE AND METHODS OF INVESTIGATION

For the purpose of this study, work experience or co-operative education was defined as that type of experience or education which is based upon alternation between regularly scheduled instructional periods in school and school-supervised periods of work.² Ordinarily, this includes learning experiences in business, industry, public service, or others with definite provisions for treating work experience as an integral part of the total education of the student. It does not include a variety of experiences of a short duration which is not school supervised such as helping to harvest crops, after-school employment, or taking care of children.

The purpose of this study was threefold: (1) to make a critical analysis of existing practices in administering co-operative education programs in secondary schools known to have successful programs in this area of education; (2) to discover why a larger group of secondary schools operating on the thirteenth- and fourteenth-year level do not utilize this program; (3) to recommend suggestions for the improvement of co-operative education programs.

¹American Youth Commission. *Youth and the Future*, Washington, D. C.: American Council on Education, 1942, P. 124.

²Secondary education was interpreted to include that education which is given to students in grades seven through fourteen.

The data for this study were obtained by sending a questionnaire to fifty-six schools throughout the United States known to have successful programs in this field of education. Forty-five or eighty per cent were returned from twenty-six states. To discover why a large group of secondary schools operating on the thirteenth- and fourteenth-year level do not utilize a program of this nature, a check list with provisions for free responses was sent to one hundred sixty-six junior colleges. One hundred and twelve were returned, or sixty-seven per cent. Of this number, twenty-seven were found to have work-experience programs of some form and were, therefore, not included in the final report.

A two-fold grouping of the results of the study is helpful from the standpoint of discussion. First, the results from the surveys will be presented under the headings of administration, curriculum, co-ordination and supervision, and guidance. Second, certain implications and values will be discussed from the psychological, sociological, economic, philosophical, and historical point of view.

ADMINISTRATIVE PRACTICES

Administrative practices in the field of co-operative work-experience education should benefit from the most successful policies of operation which have developed in educational, business, industrial, institutional, and public administration fields. Co-ordinated work-study activities touch all phases of human relationships and occupational organizations for which preparatory training has been planned and developed.

One of the first considerations in inaugurating a new program is that of securing co-operation of all groups concerned with the further development of the specific activity. Effective ways of interpreting the program to the public then becomes an important consideration in introducing and developing work-study programs.

The use of newspaper releases in 84.4 per cent of the schools is the most frequent method utilized to interpret the program to the public. This is as would be expected as communities of very limited size now have at least one daily or weekly newspaper. Radio programs which rank the lowest of the five methods mentioned are utilized in only thirty-five and six tenths per cent of the schools. This may be due either to the fact that schools do not have access to studio facilities or to the tendency of school people not to realize the growing value of radio programs as a source of education. It is significant to note that newspaper releases and talks to service clubs outrank bulletins to students, parents, and teachers. Possibly the local newspaper is a more dramatic and, consequently, a more effective medium of reaching the student body than is a school bulletin on the subject.

Although alternation based on a period of several weeks or months in school and followed by a similar period on the job was the more common practice when co-operative education was first started, there now is definite

evidence that the half day in school and half day on the job has become a well-established pattern. Sixty-seven per cent of the secondary schools co-operating in this study have arranged students' schedules on the half-day basis. The wide variety of plans for alternating periods, other than the half-day basis, would seem to indicate the difficulty of arranging the student's school schedule to conform to job work periods. The allowance of ample time in a student's program for work experience is obviously important. This has not always been done and has tended to help retard the development of some programs. That the recognition of the importance of work is necessary, is aptly stated by J. Paul Leonard who observes:

If a youth has to carry four 'solids' (the work itself should be eliminated) and then add two hours of work on a job daily, he feels rightly that the work is unimportant. It takes more than talk to sell an idea to youth. We must match our verbal citation of values with the conditions which prove our thinking.³

The employment of special teachers to teach classes which have been developed for co-operative programs is not found to be generally practiced. One reason for the lack of employment of special teachers to teach courses closely related to the student's work experience is due to the fact that, in general, schools have not developed new courses related to the work experience which the student is receiving. A second reason why special teachers are not employed is due to the practice of having the co-ordinator teach a variety of related courses.

TABLE I. ARRANGEMENT OF STUDENT'S SCHEDULE

<i>Period of Alternation</i>	<i>No.</i>	<i>%</i>
Half-day Alternation	31	67.4
Alternate Quarters	3	8.7
1 to 2 Hours a Day on Job	3	6.5
2-Weeks Alternation	2	4.3
3-Weeks Alternation	1	2.2
4-Weeks Alternation	1	2.2
8-Weeks Alternation	1	2.2
10-Weeks Alternation	1	2.2
5½ Days a Week on Job	1	2.2
2 Days a Week on Job	1	2.2
TOTAL	45	100.1

The inauguration and development of co-operative work-experience education has necessitated the creation of special report forms to measure and appraise the growth and development of students in this phase of the educational process. Fifty-nine per cent of the schools were found to be using special report forms one of which is reproduced below.

³Leonard, J. Paul. "The Nature of Work Experience," *The Bulletin of the National Association of Secondary-School Principals*, January, 1943, P. 10.

FERGUS COUNTY HIGH SCHOOL LEWISTOWN, MONTANA							
Student _____	Subject _____						
Type of Training _____	Class _____						
Place _____	_____						
REPORTING PERIODS							
	1	2	3	4	5		
<i>Does this student</i>							
1. Show that he likes the work?							
2. Do the things he is told to do?							
3. See things to do without supervision?							
4. Have a sense of responsibility?							
5. Have perseverance?							
6. Show that he is adequately prepared for the job?							
7. Take pride in personal appearance?							
8. Get along well with others?							
9. Show well-developed work habits including practice of safety regulations?							
10. Show evidence of high-quality work?							
AVERAGE							
<table style="width: 100%; border: none;"> <tr> <td style="width: 40%; vertical-align: top; padding: 5px;"> Rating Scale 5 — Exceptional 4 — Good 3 — Satisfactory 2 — Improvement needed 1 — Little evidence of trait or quality NOTE: An average of 3 is necessary to receive credit. </td> <td style="width: 60%; vertical-align: top; padding: 5px;"> Days absent _____ Days in period _____ Days absent _____ Semester credit earned _____ Signature of employer or parent (for duplicate card) 1. _____ 2. _____ 3. _____ 4. _____ ADDITIONAL COMMENTS: </td> </tr> </table>						Rating Scale 5 — Exceptional 4 — Good 3 — Satisfactory 2 — Improvement needed 1 — Little evidence of trait or quality NOTE: An average of 3 is necessary to receive credit.	Days absent _____ Days in period _____ Days absent _____ Semester credit earned _____ Signature of employer or parent (for duplicate card) 1. _____ 2. _____ 3. _____ 4. _____ ADDITIONAL COMMENTS:
Rating Scale 5 — Exceptional 4 — Good 3 — Satisfactory 2 — Improvement needed 1 — Little evidence of trait or quality NOTE: An average of 3 is necessary to receive credit.	Days absent _____ Days in period _____ Days absent _____ Semester credit earned _____ Signature of employer or parent (for duplicate card) 1. _____ 2. _____ 3. _____ 4. _____ ADDITIONAL COMMENTS:						

Although there is still considerable debate in education circles about the wisdom of allowing credit for work-experience education, a majority of schools participating in this study feel certain that credit for graduation should be given. Eighty-three per cent allowed credit and ninety-seven per cent felt that credit should be allowed. Considerable variation in the amount of credit allowed for work-experience education exists although the most common practice (36 per cent of the schools) is to allow one credit per semester for fifteen hours of work per week.

Administering a program of work-experience education involves some legal aspects. Child Labor laws must be respected as to spirit and letter, as all agree that a program of this kind should not be allowed to exploit youth in violation of accepted child-labor standards.

TABLE II. CREDIT FOR WORK EXPERIENCE

<i>Credit, Policy, Amount</i>	<i>No.</i>	<i>%</i>
Credit Allowed:		
Yes	35	* 83.3
No	7	16.7
Should Credit Be Allowed:		
Yes	37	97.4
No	1	2.6
Amount of Credit Based on Clock Hrs. On Job per Semester:		
15 hrs. per week equals 1 credit	9	36.0
15 hrs. per week equals 2 credits	4	16.0
20 hrs. per week equals 4 credits	4	16.0
20 hrs. per week equals 2 credits	3	12.0
15 hrs. per week equals 4 credits	2	8.0
15 hrs. per week equals 1 1/2 credits	1	4.0
Others	2	8.0

Some difficulty in securing work permits or in protecting students under the Workmen's Compensation Act is reported although only two or less than five per cent of the schools answering this question has experienced such difficulty. Ninety-five per cent reported no difficulty in clearing Child Labor laws.

In some states it may be necessary to make minor changes in employment permits as suggested by George D. Stoddard, Commissioner of Education, New York State Education Department, "that, for *standard employment certificate* as hitherto understood, there be substituted a *permit* to work on school released time."⁴

The use of Federal aid in a program is practiced by nearly sixty per cent (57.8 per cent) of the schools in this study. A few schools reported that although they did not use Federal aid for this program, they would like to do so but had not known what procedure to use.

Schools desiring to secure Federal aid must first meet certain standards set up in their State Plan for Vocational Education. Such schools should first contact the Director of Vocational Education in their state to ascertain what specifications must be met to qualify for Federal aid. Schools operating on the thirteenth- and fourteenth-grade levels (junior colleges) will need to have this work declared to be of less than college grade by state law or judicial interpretation in order to qualify. Junior colleges in California have been legally designated as secondary schools and, therefore, qualify in this respect for Federal aid.⁵

Many schools, a few years ago, in starting a program of co-operative work-experience education, did not allow students to be paid for the work-experience

⁴Stoddard, George D., "Youth's Share in the Manpower Pool." *Occupation, the Vocational Guidance Magazine*, November, 1943. P. 84.

⁵Chapter VI, Article I, Section 8702 of the Education Code of California, Sacramento, California.

phase of the program. Some schools still have a policy of not doing so. Insofar as the forty-five schools co-operating in this study are typical of all schools, the trend has been toward a plan for paying students for hours worked while getting their practical experience. Thus, reference to Table III reveals that in nearly eighty-eight per cent (87.8 per cent) of the cases reported, students are being allowed to earn money while they learn on the job. Further examination of Table III shows that in eighty-nine per cent of the cases students received both pay and credit. Ninety-one per cent of the individuals answering the question, "Should students be paid?" expressed an affirmative answer. However, there is considerable variation in the hourly rate which the students receive, ranging all the way from fifteen to eighty-five cents an hour. The mean hourly rate was forty-one cents.

TABLE III. PAY FOR WORK EXPERIENCE

<i>Pay, Policy, Rate</i>	<i>No.</i>	<i>%</i>
All Students Are Paid		
Yes	40	87.8
No	5	11.1
Receive Both Pay and Credit		
Yes	33	89.2
No	4	10.8
Should Students Be Paid?		
Yes	32	91.4
No	3	8.6
Hourly Rate (cents)		
85—89	1	3.2
80—84	0	
75—79	0	
70—74	0	
65—69	0	
60—64	1	3.2
55—59	2	6.5
50—54	4	12.9
45—49	2	6.5
40—44	5	16.1
35—39	9	29.0
30—34	4	12.9
25—29	2	6.5
20—24	0	
15—19	1	3.2
Mean Hourly Rate, 41 cents.		

Local differentials in the pay of adult workers no doubt account for the wide difference in pay rates of work-experience students. Some of the schools are located in war-industry centers which would explain higher wage rates in those instances.

Students in some of the schools are receiving training in business organizations operating on an interstate basis and, therefore, come under the regulation of the Fair Labor Standards Act of 1938. This law requires a minimum wage rate of forty cents an hour which is above the pay workers receive for similar employment in many communities.

It is possible to secure a reduction in the minimum wage requirement of the Wage and Hour Act only by filing an application for a special student-learner's certificate with the Director of Exemptions Branch, Wage and Hour Division, 176 West 46th Street, New York 19, New York. If the application is approved the employer may pay the student-learner a flat rate of seventy-five per cent of the minimum rate throughout the learning period or he may make payment on a graduated wage-rate basis provided that the average wage during the learning period is not less than seventy-five per cent of the minimum rate. Copies of the Regulations Application to the Part-time Employment of Student-Learners in Vocational Training Programs and the Application Form and instructions for filling out the same, may be obtained from Wage and Hour Division mentioned above.

Aside from the need for recognizing that productive work in private or public enterprise should be paid for, there is yet another advantage in compensating work-experience students. Earning money and learning how to manage it wisely is a highly important and frequently neglected factor in the growth and development of youth.

From all data and materials studied, it is reasonable to conclude that, from an administrative standpoint, all possible means of interpreting the program to the public including the students themselves should be utilized. Students who are participating in the program can be used extensively in giving short talks before groups of students, parents, and business and professional men.

Closely related to the above recommendation is the concept that work experience would be good for all students rather than just the few who are now enrolled in these co-operative work-study programs. Careful study should be made of the reasons why more students do not or can not enroll in programs of this nature.

Ample time must be allowed in the student's schedule for outside work experience. This should be at least half of the school day. Reasonable credit allowance for learning by doing will aid materially in balancing the school load with the work-experience program. Until a better method is found, giving credit for an equal number of clock hours in the school and on the job is thought to be the most equitable basis. Under this plan, it may be necessary to revise the total credits required for graduation upwards. This recommended principle has the advantage of placing learning by doing and observation in workaday-world situations on the same basis as present methods of school learning.

Reports dealing with pupil growth and development should be made on as complete record forms as possible. Numerical or letter grades alone do not give a sufficiently complete evaluation of a student's progress either in school or on the job. With clerical assistance, co-ordinators can prepare and record more complete reports of the anecdotal or behavior journal type which will more adequately appraise a student's progress.

Where vested interests or legal restrictions now tend unwisely to limit the development of these work-study programs, enlightened and courageous leadership should be exercised by school administrators to educate those concerned to the need for changing these hampering factors. As suggested by Stoddard, standard employment certificates should be changed to permits to work on school-released time if such work permits unnecessarily hinder school officials in administering a work-experience program.

The principle that students should receive pay for productive work experience which also may financially benefit a private or public employer is to be recommended as sound educational procedure. Earning and managing money is a highly important and often neglected factor in the development of youth education. However, students should not be paid for those many and varied community services which should be an integral part of every citizen's responsibility.

CURRICULUM

Work experience as an integral part of a school curriculum is being accepted by an increasing number of persons, but it still does not have the acceptance of respectability long granted to academic subjects. Urging a change in this relationship, the American Youth Commission states as its first general principle in the relations between schools and youth work programs:

Appropriate amounts of useful work are desirable elements in the experience of children and youth of all ages. During the years of compulsory school attendance, such work should be subordinated to the requirements of schooling. In many instances, productive manual labor and other forms of useful work should be introduced into the school program as an element on a par with other major elements of a well-rounded curriculum.⁶

Work experience should be part of the curriculums of the junior colleges (defined as secondary schools in this study) as shown by the statement of Alvin C. Eurich when he writes, "It is likewise important that *each student before he completes his school work have some direct contact with and experience in the world of work.*"⁷ Many junior college students have been able to find work very easily during the war period, but this was not the experience of the youth who were graduated from junior college or high school

⁶American Youth Commission. *Youth and the Future*. Op cit. P. 58.

⁷Eurich, Alvin C. "What Educational Experiences Should the Junior Colleges Offer American Youth?" *Bulletin of the National Association of Secondary-School Principals*. March, 1945. P. 58.

during the period of the depression (1929-1939). Should there be another recession of business following this last war, it will again be difficult for youth to find work unless we will have arrived at that stage of our thinking and practice where work experience is accepted as a respectable and an integral part of the school program.

The development of an adequate curriculum to meet the need for integrating related school offerings with on-the-job experience is receiving increasing attention. The development of new courses based on learning experiences is generally considered quite significant. Nearly forty-eight per cent (47.7 per cent) developed special war courses to meet the needs of students in co-operative work-experience programs. When we consider, too that nearly forty-one per cent (40.9 per cent) had developed orientation courses to interpret work experience to the students, it must be concluded, in view of the more recent emphasis on work-experience education, that much progress has already been made. It would be inaccurate, however, to conclude that the curriculum problem has been fully solved or is functioning to perfection, for the fact remains that nearly sixty per cent (59.5 per cent) of the schools have not developed courses related to the work experience of their students.

Several schools have developed orientation courses designed to interpret the work experience to the student. In some instances, the orientation courses are more in the nature of directly related subject matter rather than general education. A number of schools, however, feel that such classes should emphasize general orientation as well as economic understanding. Analysis of the courses of study of one school shows a variety of pertinent topics included in the orientation course; such as, what is the best method of going about getting a job, what is satisfactory occupational adjustment, the problems of the first few days on the first job, what kind of worker does an employer want, what is the legal relationship between an employer and employee, handling employers' customers, managing wages, study of the financial system as it relates to business and industry, and business organizations and problems of starting a business.⁸

Analysis of the data shows that orientation courses meet more frequently on the eleventh- and twelfth-grade level than on the thirteenth- and fourteenth-grade level. It may be assumed that because of the increased maturity of students on the thirteenth- and fourteenth-grade levels, daily meetings of such classes are not necessary. Again, schools operating on the thirteenth- and fourteenth-grade level (including junior colleges) frequently operate on the basis of having classes meet only three times a week, and this practice presumably is reflected in the returns of this study.

Typical problems of curriculum development mentioned voluntarily by

⁸Brockmann, L. O. *Occupational Relations, A Text for Future Workers*. Lewistown, Montana: Fergus County High School. 1944. See also M. P. Moe and L. O. Brockmann. *Utilizing Community Resources for Vocational Guidance and Training*. Helena, Montana: Published by the authors.

persons completing the questionnaire, showed these problems to be about as follows: getting material related to the work experience of the student, keeping such material up to date, the rapid change in business and industry, the lack of time to do an adequate job of curriculum planning which will meet the needs of individual students, and a number of others.

Many problems still remain to be solved in the "related on-the-job training" phase of co-operative work-experience education. Employers receive little help at present by way of outlines or syllabi given them by schools to help train students on the job. Most employers plan the experiences of the student on the job. A few schools, in working on this phase of the curriculum problem, hold conferences with employers to assist in the development of more adequate on-the-job training programs. Developing new courses in school is much more easily accomplished than starting programs on the job which are related closely to the student's school work.

Recommendations concerning curriculum modification to meet the needs of young people participating in a program of work experience would include the concept that work experience should be an integral part of the school program on the secondary level. One of the first criteria of a good co-operative work-experience program is that the curriculum must serve the needs of the job and the work-experience phase must make changes in the school curriculum.

New courses must, therefore, be developed or old ones undergo changes based on a careful analysis of the environment in which this student works. This environment would not only include actual work experiences, but also the total life situation in which the young person is growing and developing.

There can be a steady stream of information flowing back to the school from realities of job experience of the students in co-operative education which can be invaluable to other students. Such information can be used to modify course content in the several curriculums. When students prepare reports based on their work experience, these can be used to augment occupational information in the school library. Reports of this nature have the advantage of providing information of a local character which is often lacking in libraries in small communities.

Ample amounts of general education must be included in the program of secondary schools. Up through the ninth grade there should be little vocational education. Starting with the tenth grade, however, it seems reasonable to suggest that thirty per cent of the program be of a vocational education nature and that in the eleventh grade forty per cent should be vocational with perhaps seventy per cent in the fourteenth grade devoted to vocational education, including work experience.

Adequate amounts of vocational information must be provided for youth if they are to have an understanding of the working world. The statement of the American Youth Commission, previously given, indicates how the com-

mission feels about the curriculums in most secondary schools. The Commission also reports:

The curriculum of most secondary schools should be drastically reorganized. Among other changes, the amount of occupational information and training which is included should be greatly enlarged. In some cases this may be done by organizing special courses, but in all cases the occupational implications of the regular courses of instruction in social science, geography, and history should be fully developed. If this is done, there is no valid financial reason why material dealing with occupations, of great practical interest to youth, could not be offered even in small schools.⁹

Work experience on the secondary level should be rather broadly interpreted to students through such techniques as orientation courses, personal counseling, and a liberal interpretation of specific courses. Teachers in charge of specific vocational courses should point out the general educational value of these courses, while teachers in charge of the more general courses should stress the vocational advantages of general education.

Student experiences in the business or industrial world can be made exceedingly meaningful. Work-study activities offer excellent opportunities for young people to make connection between present and future experiences both of a practical and cultural nature.

CO-ORDINATION AND SUPERVISION

The use of co-ordinators in supervising a program of co-operative work-experience education is usually conceded to be the most important practice in this work. Nearly eighty-two per cent (81.8 per cent) employ co-ordinators to assist in administering the programs.

The qualifications for co-ordinators would not seem to be too well established. The majority of schools omitted answering the question on the educational qualifications set up for co-ordinators. Eight schools specified definite educational qualifications varying from two years of college training through the Master's degree requirement. Their actual or practical experience in occupational work other than teaching varied from one to six years. Teaching experience was required by a number of schools but no specific amount was mentioned.

When a co-ordinator is not employed to administer the program, the functions which he normally assumes are likely to be carried on by a shop instructor, department head, dean, principal, guidance worker, regular teacher, or the director of a junior college.

Co-ordinators are as much concerned about the learning which takes place on the job as they are about the learning situation in the classroom. Although more motivation is usually found in the job situation, the basic aim of supervision is still what it always has been, "an expert technical service"¹⁰ primarily

⁹American Youth Commission. *Youth and the Future*. Op cit. P. 136.

¹⁰Barr, A. S., Burton, William H., Brueckner, Leo J., *Supervision*. New York: D. Appleton-Century Co. 1938. P. 20.

concerned with studying and bettering the conditions that surround learning."

If this concept of supervision is to be carried out, the supervisor must not only spend time checking students' progress on the job, but he also must spend some time in the classrooms of regular and related class teachers to secure the proper integration between classrooms and learning on the job. This is quite essential.

Checking the student's progress on the job shows considerable variation. One school checks a student's work five times a week, while another checks but once each alternating period which in this particular case is once each quarter. Two schools report that they check the student's progress whenever needed. No analysis can be made of such a statement since it might be daily or possibly only once a year. The majority check students from two to four times per month. Table IV. gives the distribution of the number of times students are checked on the job.

TABLE IV. SUPERVISION OF STUDENTS

<i>Co-ordinator Checks Student</i>	<i>No.</i>	<i>%</i>
5 Times per Week	1	2.6
3 Times per Week	2	5.3
4 Times per Month	10	26.3
3 Times per Month	1	2.6
2 Times per Month	9	23.7
1 Time per Month	2	5.3
2 Times Each Six Weeks	3	7.9
1 Time Each Six Weeks	6	15.8
2 Times Each Semester	1	2.6
1 Time Each Alternating Period	1	2.6
When Needed	2	5.3
TOTAL	38	100.0

Much variation also exists in the time allowed co-ordinators for supervising students on the job. Table V shows the distribution of the time allowed for co-ordination per school day in relation to the size of the group of students enrolled in co-operative work-experience education.

Table V. should be interpreted in the following manner. Three schools allow less than one hour per day for co-ordination when the size of the group of students enrolled is between ten and fifteen in number. One school allows less than an hour per day when over thirty-five students are enrolled in this work.

The direction of a student's training while he is on the job is not assumed by co-ordinators in the large majority of cases. Nearly twenty-nine per cent (28.6 per cent) do some actual directing of a student's training on the job, however.

TABLE V. TIME ALLOWED FOR CO-ORDINATION

<i>Hours per School Day</i>	<i>Size of Groups of Students</i>											
	10-15		16-20		21-25		26-30		31-35		35+	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
0-1	3	13.0										
1	6	26.1	2	8.7	2	8.7	2	8.7				
2												
3			2	8.7					1	4.3		
4			1	4.3	1	4.3	1	4.3				
5												
6							1	4.3				

This study shows that the practice of using advisory committees is found in nearly fifty-six per cent (55.8 per cent) of the cases. Advisory committees are most often appointed by some member of the school staff or the board of education. The typical advisory committee is composed of seven members, two representing labor, four representing business, and one representing the public.

Seventy-one per cent of the schools in this study felt that students are adequately trained by foremen or department heads. Only about nine per cent (8.9 per cent) felt that this function is seldom carried out adequately. The high percentage of satisfaction concerning on-the-job training indicates the educational value which schoolmen place upon this type of educational experience.

Out of the information secured on co-ordination and supervision it is pertinent to assert that since the co-ordinator is the key person in the success of a work-experience program, it is essential that he have outstanding qualifications. Standards will vary somewhat among local communities, but in general, it may be said that he should have the ability to work easily and well with people; to understand the growth and development of youth; appreciate the unique function of education in American democracy, with special insight into the contribution which co-operative work-experience education has to offer; and be a master teacher in whatever area of specialization he selects.

Because of heavy responsibilities some of which could be carried out during the summer months, it is recommended that the co-ordinator be employed on a twelve-month basis. A leave of absence should be granted every third year during the summer vacation period for study, to do research work, or to gain experience in an occupation other than teaching.

Because the qualifications of co-ordinators are high and their responsibilities are many, it follows that they will be in great demand, and the compensation for their services should be higher than for teachers. Schools will find any tendency toward compromise with lesser qualifications false economy as it may prove disastrous to the success of the program.

Where it is necessary to assign an untrained person to direct co-operative work-experience education program because a trained co-ordinator is not available, it is urged that at least preliminary training in a summer school be required. Courses in education and vocational guidance, vocational education, adolescent psychology, and personnel psychology should be emphasized as essential.

Careful evaluation of students' progress on the job should be made by co-ordinators. In the judgment of this writer, co-ordinators should check a student's progress on the job at least every other week. Where a student's on-the-job experience is located quite some distance from the school, this may not be feasible. In such cases, written reports may be found helpful as the next best means of keeping close contact with a student's progress. Unless a co-ordinator actually sees the student perform on the job and discusses the student's progress with a foreman or supervisor, it will be difficult for him to know the conditions that surround his learning on the job. Unless these conditions are understood, the co-ordinator will find it difficult to make suggestions that will help students learn more rapidly. While it is evident that most employers are interested in providing experiences which will help youth grow and develop, it is also true that some are interested only in using the services of young people to maintain mass production. It is apparent that co-ordinators will need to assume major responsibilities for assisting youth to obtain the utmost from work experiences when employers fail in their obligations to young people.

The spread of supervisory responsibility is not well understood by educators. If supervision is to become what is implied in the definition given above and is not interpreted as perfunctory visitation, ample time must be allowed for this purpose. It is difficult to conceive that much can be done by way of constructive supervision with less than thirty minutes observation per student. If the co-ordinator is to confer with the employer about a student once in two weeks, at least an hour's time should be allowed for this purpose. Assuming an enrollment of fifty students, for example, fifty hours of supervision would be involved in the two-week period or twenty-five hours per week. This would leave room in the schedule for not to exceed the teaching of two subjects in the regular school program plus not to exceed two hours per day for student counseling or other purposes. It is probably safe to say that few schools now allow sufficient time for the proper handling of the co-ordination job.

Co-ordinators in exercising their responsibility as supervisors of students on the job, must make sure that both the student and the training agency are living up to their respective obligations. Students must, of course, live up to their obligations, but it seems reasonable to suggest that in cases of doubt the situation should be resolved in favor of the student by mutual agreement of all parties concerned.

It appears to be an accepted principle of supervision that more attention and help are needed when an adult worker first enters employment than at any other time. This likewise holds true for students at the beginning in adjusting to the co-operative work-experience education programs. Co-ordinators will, therefore, need to give more time to supervisory assistance during the first two or three weeks of the school year or semester than perhaps at any other time. The youthful student is getting acquainted on the job, meeting many new persons, and forming new habits of living. Successful experience in adjusting to the job situation during this period of time will carry him a long way through the year.

As has been suggested previously, supervising must not be interpreted as mere visiting, but the co-ordinator must maintain a helpful objective attitude at all times. Nothing should be assumed or taken for granted. There are certain observation checks which he must make repeatedly. These include the adequacy of the occupational objective of the student in terms of his interests and ability; the interest and co-operation which is manifested by both the student and the employer; the efficiency with which the training agreement is carried out; and the progress which the student is making on the job. In general, the total growth and development of a young person must be taken into consideration at all times.

The use of advisory committees is recommended with the caution that co-ordinators thoroughly understand their leadership responsibilities in working with such committees. The co-ordinator must be prepared at all times to furnish information to members of the committee so that the decisions made will be based on factual information. Here, good personal and public relations are important in working with others.

Co-ordinators should know the fundamental principles of training employees on the job so that they may at all times stand ready to make suggestions to foremen, department heads, or other supervisors concerning the more efficient training of employees. Some co-ordinators will find that employers look to them for practical suggestions related to the improvement of training of co-operative work-experience students.

The problem of locating suitable and reliable related instructional materials is one which many co-ordinators face. It is suggested here that co-ordinators recommend to the administration that ten dollars per student be budgeted for the first year of the program to purchase books, trade journals, study guides, and other appropriate aids which are directly related to the student's training on the job. In subsequent years of training, five dollars per student will probably suffice for this necessary expenditure.

In the final analysis, the success of a program of this nature depends upon having good personal and public relations maintained by the co-ordinator. It cannot be emphasized too strenuously that the co-ordinator should make all possible contacts in the community which will help lead to better co-operation

and consequently to better job provisions and success. Membership in professional, service, and community organizations are strongly recommended. Above all, the co-ordinator should regard the community in which he works as both his home and his laboratory.

GUIDANCE SERVICES

Counseling students before placement and during their period of training is carried out by ninety per cent of the schools. Table VI. shows the time and frequency of the counseling which students receive. The fact that sixty-eight per cent of the schools reported that they gave students vocational counsel when needed is difficult to analyze. Since ninety-seven per cent say that this counsel is given before placement and during the time of work experience, it can be assumed that the frequency is at least twice a year.

If co-ordinators develop the concept that work experience contributes to the growth and development of youth, they will find the usual problems which all young persons face. These will center around educational, vocational, personal, and emotional adjustment. Fundamental understanding of youth and the techniques of counseling are important. Counselors will need to determine the real problems which youth face, get all the available facts, analyze and diagnose the problem, plan appropriate action, and follow up the counselee to see what progress has been made. In the selection of suitable business, professional, or industrial establishment where training is to take place, the counseling process will be focused on the vocational adjustment aspect.

TABLE VI. COUNSELING STUDENTS

<i>Time and Frequency</i>	<i>No.</i>	<i>%</i>
Before Placement		
Yes	41	97.6
No	1	2.4
During Work Experience		
Yes	40	97.6
No	1	2.4
How Often		
Twice a Year	1	4.0
Once Each Six Weeks	1	4.0
Twice a Month	1	4.0
Once a Month	1	4.0
Once a Week	3	12.0
Once a Day	1	4.0
When Needed	17	68.0

The personal interview is used very frequently (91.1 per cent) in the selection of students for this program. Formal application blanks are used in forty per cent of the cases. The least frequent practice is that of an interview by a committee which is used in less than five per cent (4.4 per cent) of the cases. The fact that in only thirty-three per cent of the schools do students

make application to the employer, suggests the reliance employers place on the co-ordinator in making the selection of the students for training purposes. Even though employers rely on co-ordinators to select the student trainees for them, it is highly desirable to have students interview employers to secure the utmost educational value from the experience.

Interest inventories, intelligence and aptitude tests, and personality inventories are an important source of supplementary information about individuals. The schools co-operating in this study utilize these tools rather frequently. Results of the tests and interest inventories are used by teachers and co-ordinators primarily. Counselors, principals, deans, employers, advisers, and others were found to use these measuring devices less frequently.

A library of occupational information is maintained by ninety-three per cent of the schools for students enrolled in co-operative work-experience education. If young people are to make wise choices of occupations, they must have adequate information on which to base their decisions. Such information should be both local and national in scope and include the most recent information on occupational trends and conditions.

For youth, in the final analysis, placement becomes one of the most important outcomes of all training. A placement service is rendered by ninety-five per cent of the schools. This work is most frequently done by the co-ordinator, but the services of the United States Employment Service are often utilized.

One may conclude that the guidance of students should be based on the concept of the total growth and development of youth. Such a recommendation is in keeping with the more progressive philosophy of education now developing in this country.

Counseling with students should be as nondirective as possible, consistent with the maturity of the counselee. Some very timid and shy students may need a little urging by the counselor in helping them to arrive at a decision. The large majority of students, however, will be able to make up their own minds if adequate data have been assembled for them. Counseling before training is important for there is much loss in vocational training due to misplacements of students.

All possible aspects of the personality of students needs to be carefully studied by the use of variety of techniques and devices including behavior journals or anecdotal records.

Before tests are used too extensively, co-ordinators should be properly trained in their administration and interpretation. This necessity cannot be stressed too strongly. Much harm has been done by inexperienced individuals who have used tests that are neither reliable nor valid.

The emphasis on local job opportunities, while desirable, is given limited consideration. It is the thought of the writer that national and even interna-

tional labor market information is needed. American youth will, in all probability, find work in other parts of the world in increasing numbers; therefore, reliable information must be provided for them.

Placement of graduates of work-experience education is the direct responsibility of the co-ordinator. Many of the students will continue with the same employers who trained them. Co-operative relationships with the United States Employment Service, is of course, highly desirable.

Follow-up and evaluation studies should become an integral part of the procedure of work-experience education programs in all schools. Until follow-up studies are made, it is difficult to appraise the results of programs of this nature. Co-ordinators who have made such studies realize the valuable information which can be gained from follow-up procedures. Students who are graduated from work-experience programs will have ideas and suggestions

TABLE VII. DISADVANTAGES OF WORK EXPERIENCE

<i>Disadvantages</i>	<i>Agree</i>		<i>Disagree</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1. The student misses much of the extracurriculum activities of the school	73	89	9	11
2. Work experience which becomes laboratory experience that correlates closely with the curriculum is hard to find.	62	84	15	16
3. The type of work experience provided is limited to the area in which the college is located.	67	83	14	17
4. It is difficult to adjust the school routine to this program.	56	76	18	24
5. Trained personnel are not available to administer a program of this kind.	52	69	23	31
6. Legal difficulties make the program difficult to administer.	28	50	28	50
7. Foremen and supervisors seldom train students well.	23	45	28	55
8. It takes too much of the student's time away from regular school work.	35	44	44	56
9. Allowing credit for work experience lowers the educational standards of the school.	30	41	43	59
10. It leads to exploitation of students by employers	28	40	41	60
11. Certain groups are opposed to the program including:				
a. Parents	7	16	39	84
b. Employers	11	26	32	74
c. Labor	34	68	16	32
TOTAL	52	37	87	63
12. The cost of the program to the employer is more than the benefits he derives.	19	29	46	71

that should be helpful. Follow-up studies confirm the accepted educational concept that the school should encourage planning based upon full co-operation between co-ordinator, employer, pupil, and parent.

WHY SCHOOLS DO NOT USE CO-OPERATING EDUCATION

One purpose of this study was to discover why a large group of secondary schools, operating on the thirteenth- and fourteenth-year level (junior colleges), do not utilize work experience as an integral part of their educational programs. The percentage of junior colleges which use work experience or co-operative education as a part of their program of guidance and training is small. In another study, Smith found only twelve junior colleges which reported thirty or more students enrolled in the program of co-ordinated school and work experience.¹¹ This is indeed a very small percentage of the over five hundred junior colleges in the United States. Obviously, some specific reasons must be keeping junior college administrators from inaugurating such programs. The disadvantages of work experience as checked by the administrators are summarized in Table VII found on the previous page.

The same persons were asked to react to the advantages of a work-experience program. The result of this phase of the study are given in Table VIII.

TABLE VIII. ADVANTAGES OF WORK EXPERIENCE

<i>Advantages</i>	<i>Agree</i>		<i>Disagree</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1. It increases contacts with the realities of life	30	100	0	0
2. It affords a balanced training as between theory taught in school and practice on the job	74	92	6	8
3. It provides a measure of a student's fitness for an occupation	73	91	7	9
4. It helps youth to mature more rapidly	72	90	8	10
5. It helps youth find vocations suited to their interests and aptitudes	73	89	9	11
6. It helps youth develop the ability to get along well with others	63	89	12	11
7. It stimulates employer interest in education	67	89	8	11
8. It tends to remove the lag in vocational training	62	87	9	13
9. The wages earned (if students are paid) permit students to attend who otherwise would not be able to do so.....	70	85	12	15
10. It helps to keep teachers abreast of the times.....	70	77	15	23
11. Students enrolled in such a program tend to have a greater interest in school than other students.....	27	40	41	60
12. It is economical to the college	20	35	37	65

¹¹Smith, Leo F. "Summary of Research on Co-operative Work Programs in Junior Colleges," *School and Society*, October 3, 1942.

From the affirmative responses to the advantages listed, it is difficult to see why more junior colleges do not start a program of this kind. Local situations which are not revealed in a questionnaire study may be deciding factors in retarding the development of work-experience education. The analysis of the disadvantages and advantages, the findings in the study reported earlier, together with fourteen years of experience in administering a program of co-operative education, have convinced the writer that work experience offers much more for education than is now evident when judged by the small number of junior colleges using this program.

PSYCHOLOGICAL, SOCIOLOGICAL, ECONOMIC, PHILOSOPHICAL,
AND HISTORICAL IMPLICATIONS

The psychological value of work experience education has not been given much attention. The therapeutic value of work, of which the psychological is basic, is now receiving nation-wide attention through the programs of rehabilitation of veterans. The value of work experience for therapy has been known for some time, but its value in education as a factor in the development of well-balanced personalities has not been stressed enough.

Work experience provides one of the best ways of utilizing the fundamental principles of learning. Students learn by doing, by reacting to concrete situations, by experiencing intense or vivid situations. In work-experience situations, readiness and reaction are closely related and a satisfying effect tends to result. Habit training can be both specific and general as it relates to attitudes toward work and the acquisition of definite skills. Good habits and attitudes are essential to a rich and effective personality.

Society must furnish our youth an opportunity to learn how to work and the secondary schools are in a strategic position to help in this process because the majority of youth of high-school age are in school during peacetime.

Association, on the job, with adults tends to encourage normal adult interests and attitudes which have been too often retarded because youth tend to associate only with youth in the ordinary school situations. Work-experience education is a unique way of bringing the school and the community together, or it might be said that a real community school utilizes all of the resources of the community in educating youth.

Certain social trends make work experience a desirable part of the education of every American boy or girl. These trends include the change from independent economy to an interdependent economy, living in large apartment houses as contrasted to the ownership of homes by the individual, shifting from rural to urban life, and many others. Some of these trends have developed stresses and strains for individuals who do not understand their significance. Co-operative work-experience education, insofar as it helps to give youth a clearer understanding of social trends, assists them to understand the society in which they live and to make wholesome individual adjustments when necessary.

The distributive phase of guidance which involves, among other things, acquainting youth with the opportunities available to him in the economic world is often sadly neglected by the schools. Schools, however, can readily learn the demand for employment in their respective communities through a program of work experience.

An economic value of work experience, often overlooked by schools, is the opportunity to interpret work experience in relation to the total economic pattern. Much needs to be done to eliminate the economic illiteracy of youth. Few young people understand the problems involved in starting, organizing, and operating a business enterprise successfully. Training youth in a commercial, business, industrial, or professional establishment makes youth more employable and hence tends to increase economic efficiency.

A program of work experience is economical to the school for it utilizes the plant and equipment of the business, industrial, and professional groups of the community. During the period of alternation, only half of the students are in school at one time, and therefore, approximately half of the plant facilities and instructional staff is needed as compared with having all students in school at one time.

Some students, because of the money which they earn through co-operative work experience, can thus help themselves through school. This is in keeping with the American democratic ideal that youth of ability should have the opportunity to get an education. Care must be exercised, however, that the mere desire to earn some money does not become the dominating drive of the individual in a program of this kind for he may be less inclined to complete his school and more apt to enter full-time employment.

Of the several schools of philosophical thought, the pragmatic undergirds the idea of work-experience education most fundamentally. The philosophy of John Dewey gives much support to work experience for Dewey feels that experience is basic in education. Work experience does get students to doing things, and the performance of their work is usually done in conjoint activity with others. With the aid of a skillful co-ordinator the scientific method can be developed to complete the three-fold phase of experience as required by the Dewey theory.

From a philosophical standpoint, it appears to the writer than an unfortunate phraseology has been carried forward in the discussion of co-operative work-experience education. The qualifying adjective "part-time" used in many instances implies that this is not a full-time educational program. It creates the embarrassing situation that while the schools are urging the adoption of work experience for its educational value, they still do not recognize its worth when they say that only that part of the program which is carried on in school is educational.

Credit for developing co-operative education as it has worked out in the United States and subsequently in other countries, is usually given to Dean

Herman Schnieder of the University of Cincinnati. As early as 1899, Schnieder was proposing the co-operative system of education although the plan was not launched by the University of Cincinnati until 1906. At least one writer, Kenneth B. Haas, credits Mrs. Lucinda Wyman Prince for starting the co-operative education movement in this country, when, in 1905, she started a class in Boston for eight girls who spent part of their time in school and part of it in the stores of Boston.

A number of historical antecedents to work-experience education exist. Comenius (1592-1670) advocated a knowledge of the trades and occupations of life; Francke (1663-1727) in his school for young nobles, utilized the concept of work in extracurriculum activity; Pestalozzi (1746-1827) felt that a combination of work and education was the solution to the difficulties faced by the lower classes; Fellenberg (1771-1884) developed a school in which practical training in a variety of occupations was combined with the common school subject; and the Dewey school in Chicago (1897-1905) emphasized the practical activities of life outside the school as an integral part of the school's curriculum.

Although the findings here reported tend to show a favorable attitude toward work experience by the schools now conducting successful programs of co-operative work-experience education, it is safe to conclude that the full value of such programs has yet to be realized by most of the administrators of secondary schools. Until administrators are convinced of the educational value of work-study programs and give it wise leadership the further development of such programs will be rather restricted.

CONSUMER EDUCATION REPORTS

CO-OPERATING committees from the national associations of teachers of business education, home economics, mathematics, science, and social studies have prepared reports showing how these subjects do and can further do to contribute to consumer education. The titles of the reports, 20 to 32 pages in length, are:

- The Relations of Business Education to Consumer Education*
- Consumer Education and Home Economics*
- The Role of Mathematics in Consumer Education*
- The Place of Science in the Education of the Consumer*
- Consumer Education and the Social Studies.*

Complimentary copies of these reports have been mailed to all members of the National Association of Secondary-School Principals and to all members of the national associations of teachers of the five subjects. Additional copies can be obtained for fifteen cents each, as long as the limited surplus lasts, from:

The Consumer Education Study
1201 Sixteenth Street, N. W.,
Washington 6, D. C.

An Enlarged View of Arithmetic for Pupils in the Junior High School

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FROM time to time, school administrators in junior high schools indicate that there are numerous instructional problems in arithmetic resulting from the inadequate experiences of their pupils with arithmetical concepts and relationships. Frequently, such questions as those which follow express the nature of these instructional problems:

1. How can one assist the pupils to raise their level of accuracy in computation when they do not possess an adequate knowledge of the basic facts of arithmetic?
2. How can one assist the pupils to view the steps in the several operations of a particular arithmetical process as the clarification, extension, and enlargement of a relatively simple number idea rather than as a set of difficulties or obstacles in a course to be overcome only through the use of repetitive drill?
3. How can one teach the pupils to recognize the appropriate operation or operations to employ in finding the answer to a question involving a social situation?

Thus, the questions stated above seem to involve certain implications which should receive consideration in the development of an instructional program for arithmetic for junior high schools. The following words are an attempt to express these implications: *First*, the program of instruction should provide learning activities which give the pupils a new and enlarged view of arithmetic. *Second*, the new and enlarged view of arithmetic should present the basic facts of arithmetic and the operations with the four fundamentals as a series of meaningful interrelated number ideas developed through a systematic study of the number system.

Hence, at the outset, the instruction in arithmetic in junior high schools should begin by giving the pupils a view of the number system. Gradually the instruction should clarify, extend, and enlarge the pupils' view of the number system to the extent that they view the basic facts and operations of arithmetic as meaningful interrelated number ideas developed through a systematic study of learning activities which may assist pupils in the development of an enlarged and more meaningful view of arithmetic through a systematic study of the number system.

BASIC IDEAS OF THE NUMBER SYSTEM

If the pupils enlarge their view of arithmetic through a systematic study of the number system, they must develop clearly in their minds certain ideas basic to an understanding of the number system. These basic ideas are the idea of the group, the idea of the group of ten, and the idea of position.

The idea of the group is the idea of size. Hence, the idea of number is the idea of the group. One describes a group by determining its size. One observes a group, or counts the units in the group, and determines its size as, "nine." One names this particular group with the use of the language of number. He either expresses his idea orally by saying, "Nine," or by writing the figure, 9.

Upon further examination, one realizes that it is possible to analyze the group of nine into two smaller groups, such as five and four, or six and three, or two and seven. Also, one may rearrange these two smaller groups into the original group of nine. Furthermore, he may arrange a group of nine into three equal groups of three, and rearrange them into the original nine group.

One can clarify, enlarge, and extend further his ideas of groups through the study of groups the size of ten or larger. For such a study, the number system offers the idea of ten as a means which one can use in his study of chance groups larger than the group of ten. For example, one may view one thousand one hundred seventeen as one thousand, one hundred, one ten, and seven ones, or he may view this number as eleven hundred, one ten, and seven ones. Also, he may realize that there are one hundred eleven tens and seven ones in the number one thousand one hundred seventeen.

The idea of ten becomes more meaningful and increasingly more useful when one considers the idea of position and the use of the zero. The idea of position brings into view the idea of value. In the number, one thousand one hundred seventeen, the figure, 1, has three values which are determined by the three positions it holds in the series of figures. Thus, one discovers that one thousand one hundred seventeen is not three ones and a seven. Instead, it is a quantitative idea expressed by the Hindu-Arabic numerals.

Moreover, the zero becomes an exceedingly interesting discovery and a very useful symbol which enriches the meaning and usefulness of the idea of position and the idea of ten. When one views the number, thirty, he sees that the zero gives the figure, 3, the value of three tens. The zero to the right of the figure, 3, keeps it in its correct position and causes it to show the power which is intended for it. In the number, three hundred, the additional zero increases the power of the figure, 3, ten times its power in the number, thirty. In the numbers, thirty and three hundred, the zero, also, acts as a placeholder by showing that there are no ones expressed in the number, thirty. In the number, three hundred, the zeros show that there are no ones or tens expressed by the symbols. However, these views of the zero do not hinder one from viewing thirty as three groups of ten, or three hundred as thirty groups of ten.

SUGGESTIONS FOR INSTRUCTION

What suggestions for instruction do the concepts such as the idea of ten and the idea of position hold for the junior high-school administrator? A brief description of a number of learning activities which one may use to enrich the instructional program in arithmetic in the junior high school follows herein. Wheat presented a detailed description of these learning activities













in a recent book.¹ Also, the writer² recently reported the successes of a number of pupils in elementary schools with several of the learning activities which follow below.

The major aim of these learning activities is to assist the pupils to discover certain relationships which exist among the ideas involved in the several operations with a particular process. Also, the purpose of these instructional procedures is to provide the pupils with opportunities to view the series of relationships which exist between the operations dealing with a particular process and the operations involving another process.

Thus, these learning activities will be an attempt to have pupils gradually formulate the conclusion through the use of the idea of ten and the idea of position, they can deal with tens, hundreds, and thousands in addition just as they deal with ones in addition. Likewise, the instruction will invite the pupils to conclude from their study of subtraction that they can subtract tens, hundreds, thousands, etc., just as they subtract ones. Moving progressively forward, they can come to view the multiplication of tens, hundreds, thousands, etc., as they viewed the same operations in addition and subtraction. Finally, the pupils can view the idea of carrying tens, hundreds, thousands, etc., in addition and multiplication, or the idea of borrowing tens in subtraction.

Whole Numbers

The pupils can develop the concepts of number and arithmetical operations mentioned above if the ideas are not presented as mere verbalisms. They must have opportunities to work with materials which will present concretely or semi-concretely what is, let us say, involved in carrying tens in addition and multiplication. A semi-concrete illustration of carrying tens in addition and carrying tens in multiplication is presented below:

$\begin{array}{r} 27 \\ 14 \\ \hline 41 \end{array}$				$\begin{array}{r} 24 \\ \times 3 \\ \hline 72 \end{array}$				
								
								
Four tens and one				Seven tens and two				

¹Harry Grove Wheat, *The Psychology and Teaching of Arithmetic*. Chapters XV-XVIII. Boston: D. C. Heath and Company. 1937.

²Daniel Banks Wilburn. *A Particular Program of Instruction in Arithmetic in Grades I, II, and III*. Unpublished Doctor's Thesis, The George Washington University, Washington, D. C. 1945.

First, we add seven ones and four ones. We think, "seven and four are eleven." Eleven is one ten and one. We write the figure, 1, in one's place. Then, we think, "one ten, two tens, and one ten are four tens." Now, we write the figure, 4, in ten's place. Our answer is four tens and one, or forty-one.

First, we multiply the ones. We think, "Three fours are twelve." Twelve is one ten and two. We write the figure, 2, in one's place. We carry one ten, and think, "Three twos are (six tens)." We add one ten and six tens, and write the figure, 7, in ten's place. Our answer is seven tens and two, or seventy-two.

From such diagrams as those shown above, the pupils can begin to make generalizations regarding what is involved when they carry hundreds or thousands in addition and multiplication. They can begin to discover the idea of ten and the idea of position at work, in such additions and multiplications as

270 2740 240 2420
140, 1440, $\times 3$, and $\times 3$.

In subtraction when borrowing is necessary, the idea of ten and the idea of position, if employed, can assist pupils to deal meaningfully with the operations involved. The pupils can, through a new view of subtraction, come gradually to the conclusion that thousands and hundreds are tens, and therefore, there always will be a ten to carry back and use when there is not a sufficient number of ones in the minuend from which to remove a group of ones. The diagram below illustrates the idea of carrying back a ten:



We have thirty-four which is three tens and four. We want to take seventeen which is one ten and seven from three tens and four. First, we think, "Seven from four," and realize that we do not have a sufficiently large group of ones. So we borrow or carry back one of the tens from the three tens to make fourteen. Now, we think, "Seven from fourteen leaves seven," and write the figure 7, in one's place. Next, we see that we have two tens left. We think, "One from two (one ten from two tens)," and write the figure, 1, in ten's place. Our answer is one ten and seven, or seventeen.

In such subtractions as $60-24$, $600-244$, and $6000-2444$, the pupils may move forward progressively with the use of the idea of carrying back and using a ten. In the subtraction, $60-24$, the pupils may think of sixty as six tens. They may carry back one ten and subtract. Also, the pupils can come to view six hundred as sixty tens, and they may carry back one ten leaving fifty-nine tens and subtract the ones, and then, subtract four tens, and then, subtract two hundreds just as they subtracted the four ones. Likewise, six thousand

is six hundred tens. Carry back one ten leaving five hundred ninety-nine tens, and subtract four from ten, four from nine, four from nine, and two from five.

The idea of ten and the idea of position when further extended and enlarged can aid pupils to view meaningfully the operations in multiplication dealing with the multiplying of ones, tens, and hundreds by tens, or by hundreds, or by ones, tens, and hundreds. Through a study of the operations in multiplication when ones, tens, and hundreds are multiplied by ones and tens, or by ones, tens, and hundreds, the pupils can come finally to the conclusion that they multiply by ones, tens, and hundreds just as they multiplied by ones. The only difference between the operation by ones and the operation by tens, and hundreds which they need to recognize is in the position of the partial products, or answers, and the value of the answer, or product. The similarity between the operation by ones and the operation by tens, or hundreds reveals itself in the following multiplications:

$$\begin{array}{r} 240 \quad 240 \quad 240 \\ \times 3 \quad \times 30 \quad \text{and} \quad \times 300 \\ \hline \end{array}$$

Pupils can develop through carefully planned learning activities a point of view toward the operations dealing with division similar to their views of the operations in multiplication. They can extend their ideas of the idea of ten, and gradually understand that dividing by tens, or by hundreds, or by ones, tens, and hundreds is just like dividing by ones. In fact, the pupils' study or new view of the four fundamental processes should assist them to formulate new understandings and broad generalizations regarding the relationships which exist among the ideas and meanings related to the four processes. No longer should the pupils declare that addition and multiplication present the idea of increase, or that division and subtraction mean to decrease. Through such a study of the four fundamental processes as has been presented in this paper, the pupils can come to view addition as the rearrangement of two or more small groups of ones or tens, or ones and tens into a single large group of ones or tens, or ones and tens. Multiplication can mean the rearrangement of two or more equal groups into a single large group, and division can mean the rearrangement of a single large group into a number of smaller equal groups. Subtraction, then, can become the rearrangement of a single large group into two smaller groups.

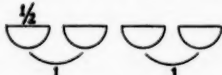
Common Fractions


If the pupils develop fully the understandings involved in the generalizations presented above, their study of common fractions, and the applications of the study in percentage can assist them to enlarge still further their view of arithmetic. The pupils must study parts just as they have studied wholes. The instructional procedures should be so formulated as to provide the pupils

opportunities to view concretely the several equal parts of a particular size which compose a whole. Also, the instructional procedures should provide meaningful learning activities for the comparison of parts of different sizes. The pupils should observe and count parts of a particular size in order to determine how many parts of a certain size are equal to one or more parts of another particular size.

In addition and subtraction of common fractions, the pupils should discover that parts are added and subtracted just as wholes are added and subtracted. They should observe that carrying in common fractions is done just as carrying is done with the whole numbers. Also, the pupils should understand that they borrow a whole when necessary in subtracting common fractions just as they borrow a ten when necessary in subtracting whole numbers.

The instructional program should present the multiplication of common fractions so that the pupils will look upon the multiplication, $4 \times \frac{1}{2}$, as asking the question, "Four halves are how many? or, Four halves are how much?" Also, the pupils should view the multiplication, $\frac{1}{2} \times 4$, as asking the question, "One-half of four is how many, or how much?" They should meaningfully illustrate semi-concretely the questions above and their answers as follows:

$$4 \times \frac{1}{2} = 2$$


$$\frac{1}{2} \times 4 = 2$$


In the division of common fractions, the pupils can come to understand that parts are divided just as wholes are divided. The division of common fractions should ask the pupils to find how many parts of a particular size are in a number of wholes or parts. They can come to view this division, $6 \div \frac{1}{2}$, as asking the question, "How many halves are in six?" The pupils may illustrate the question and its answer, thus:

$$6 \div \frac{1}{2} = 12$$


Through their study activities with the division of common fractions, and through examinations of such drawings as the one presented above, the pupils can develop an understanding for the so-called rule of inverting the divisor in the division of common fractions. Many pupils usually ask the question, "Why do we invert the divisor and multiply when we divide common fractions?" Such a question is a good one; and should be answered in an understandable manner. The illustration given above reveals the answer to the question. The new size into which six wholes are divided is only one half as large as the size of a whole. Thus, there are twice the number of parts.

Each whole contains two equal parts, and in six wholes, there are twelve such equal parts.

The instructional program in the junior high school may enrich further the understandings of the pupils of common fractions by introducing them to the study of the three kinds of problems dealing with common fractions. The three kinds of problems are: (1) finding a part of a number; (2) finding a number when a part of it is known; (3) finding what part one number is of another number.

As the pupils develop meanings and understandings which exist between the various operations with common fractions, they can come to view the relationships in the three kinds of problems as they are found in social situations. First, the pupils may see the relationships which exist in the three kinds of problems through the use of simple questions, accompanied by the use of concrete materials. In problem, 1, they may look at six books, and answer the question, "One half of six is how much?" "Three." The second problem may appear as the statements, "There is one half of a number (of books). What is the number (of books)?" The third problem may be the question, "Three (books) is what part of six (books)?"

The three kinds of problems illustrated above are problems in common fractions. But they, also, are problems in decimal fractions, and problems in percentage. In fact, the three kinds of problems are methods which the pupils may employ to study number relationships. Moreover, these problems or questions are the questions involved in one's thinking when he studies the number relationships dealing with commission selling, profit and loss, taxation, etc.

CONCLUSION

Since the pupils can come to view the three kinds of problems described above as methods of studying number relationships, it seems appropriate to say a few words in conclusion regarding the task of teaching the pupils to solve problems. Problems contain number relationships. The social situation is only the setting for a number relationship. Thus, the number relationship is the element within the social situation which the pupils must recognize. Then, it naturally follows that the pupils must develop clearly in their minds systematic methods of study which will assist them to discover the relationships existing between number ideas. Hence, if the pupils are to recognize and understand number relationships, they must acquire meaningful interrelated number ideas through an enlarged and enriched view of arithmetic. Arithmetic must not be, then, the task of learning a number of operations, a set of signs, and a catalogue of rules, but arithmetic must be, at the outset and increasingly more so, as the pupils moved forward progressively, the development in their minds of meaningful interrelated number relationships. In other words, the purpose of an instructional program in arithmetic is not to teach the pupils how to solve problems. The purpose is to assist the pupils, from the beginning, to develop systematically interrelated number ideas.

Criteria for the Establishment of High-School Departments of Vocational Agriculture

S. S. SUTHERLAND

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DURING the war period, literally hundreds of high schools have been compelled to discontinue departments of vocational agriculture. Many other schools wishing to establish new departments have found that such action must be postponed until after the war or until the time when teachers will again be available. It is to be expected, therefore, that many state and local school administrative officials, in the immediate postwar period, will be confronted by the necessity of deciding whether or not to establish or re-establish such departments in their respective schools. Not only will state supervisors and directors face the problem of whether to approve the establishing of departments in given districts, but they will have to make decisions as to the order in which applications will be approved. Such decisions may have to be defended before taxpayers, parents, and other interested groups, and, in any event, should be as objective as possible and based on all available facts.

In anticipation of this situation, a study has been made in California to determine the criteria which should be considered in deciding whether or not a department of vocational agriculture should be established in a given school or community. This investigation was recommended and initiated by a state subcommittee on Agricultural Teacher Training, composed of Julian A. McPhee, State Director of Vocational Education, Dr. Frank N. Freeman, Dean of the School of Education, University of California, and C. B. Hutchison, Dean of the College of Agriculture, University of California, and was carried out with the co-operation of state and district supervisors of agriculture in fifteen states.

There were three parts to this study: (1) an analysis of 192 unsuccessful departments of vocational agriculture in these fifteen states to determine the major reasons why departments fail; (2) a detailed study of a number of successful agriculture departments in California; and, (3) severance interviews through personal letters with some 25 men who had been successful teachers of vocational agriculture, but who had resigned their positions to enter other fields of work.

WHY VOCATIONAL AGRICULTURE DEPARTMENTS FAIL

In formulating criteria for establishing departments of vocational agriculture, it seemed important to determine the conditions which predicate failure. Since the common objective of all concerned should be to establish departments where they will do credit to the local district and to the state, every effort should be made to identify the common failure factors and attempt to eliminate them. In determining the reasons for unsuccessful departments, it

was found that while some causes were common to all states, there were others which were of vital importance in certain areas and relatively unimportant in others. For the eleven states in the Pacific Region, the major causes of failure as revealed by analyzing 145 less successful departments in these states were, in the order of their importance:

1. Too small enrollments in high-school classes of vocational agriculture.
2. Poor teachers and poor teaching.
3. Inadequate guidance and faulty selection of pupils enrolled in vocational agriculture classes.
4. Lack of opportunity for graduates to become established in farming.
5. Departments located in poor farming areas.
6. Misunderstandings and lack of co-operation between teachers of vocational agriculture and principals.
7. Educational objectives of the schools not vocational.
8. Inadequate rooms and equipment.
9. Salaries too low to attract and hold competent teachers.
10. Communities undesirable places in which to live—teachers won't stay.
11. Teachers assigned other classes and duties which interfere with the work of their departments.
12. Class schedules of the schools unsatisfactory for classes in vocational agriculture.

As a check, analyses of 47 similar departments in the states of North Dakota, Wisconsin, Texas, and Florida revealed a slightly different set of factors, and a different order of importance. The major causes of failures of departments in these states were:

1. Poor teachers and poor teaching.
2. Inadequate rooms and equipment.
3. Salaries too low to attract and hold competent teachers.
4. Too small enrollments in high-school classes of vocational agriculture.
5. Teachers assigned other classes and duties which interfere with the work of their departments—"pro-rated" departments.
6. Communities undesirable places in which to live—teachers won't stay.
7. Lack of opportunity for graduates to become established in farming.
8. Educational objectives of the schools not vocational.
9. Misunderstandings and lack of co-operation between teachers of vocational agriculture and principals.

A glance at the two lists will show that three factors, two of which are extremely important in the Pacific Region, do not appear at all among the failure factors reported in the mid-western and southern states. These are: (1) inadequate guidance and faulty selection of pupils, (2) departments located in poor farming areas, and (3) class schedules unsatisfactory for vocational agriculture classes. Similarly, two failure factors which are generally

important in all of the other states studied are not operative as causes of failure of departments in California. These are: inadequate rooms and equipment and pro-rated teachers.

It would seem, therefore, that each state or at least each area should conduct similar studies in order to determine not only the major causes of failure of agricultural departments, but also to formulate the criteria which should be used in establishing departments where they might reasonably be expected to be successful and to accomplish most in terms of vocational objectives.

CRITERIA

Largely, on the basis of these failure factors, eleven criteria were formulated for use in California in determining where departments should be established and the order in which they should be established during the post-war period. For conditions in California, the following criteria should be considered; and departments of vocational agriculture should be established and have reasonable success in schools and communities where:

- I. *There is a NEED for Vocational Education in Agriculture.*
 1. The number of farm boys enrolled in the high school is sufficient to justify the establishment of a department—ordinarily at least 35 boys for a full-time teacher.
 2. Farmers and farm organizations in the district favor or want a vocational agriculture course established.
 3. Farming is an important, if not the most important, occupation in the community.
- II. *There Are Opportunities for Worth-While Accomplishments*
 4. The school in which the department is to be established is located in a good farming area.
 5. There are and will continue to be opportunities for pupils trained in this department to become established in farming and in related occupations.
 6. The farm people of the community are progressive and will avail themselves of the services of the department.
- III. *The conditions and Facilities Necessary for an Effective Program Are or Can Be Made Available*
 7. Local school administrators and members of the local board of education understand and are in sympathy with the objectives of vocational education in agriculture and *want* a good department.
 8. Competent teachers for this department can be obtained and retained.
 9. Adequate provision can be made for the counseling, guidance, and enrollment of pupils in classes in vocational agriculture.
 10. Satisfactory curriculums and class schedules can be provided not only for pupils who desire terminal vocational courses, but also for those

who want college preparatory courses with a four-year major in vocational agriculture.

11. An adequate departmental budget can be provided including provision for travel and secretarial assistance.

While some of these criteria would apply in all states and in all areas, doubtless others might have to be added in the light of conditions peculiar to the several states. It is apparent, from this study, that in most of the states in the Pacific Region, two additional criteria deserve consideration; one dealing with adequate rooms and equipment and the other stressing the importance of teachers devoting full time to vocational agriculture. Apparently, in the south and mid-west, criterion No. 9, dealing with guidance and selection, might well be omitted since it seems that this is not a major factor in the failure of departments in these areas. The same is true of criterion No. 4, as apparently departments in these states are located in good farming areas or at least their being located in poor farming areas is not a contributing cause of failure. Criterion No. 10 might also be eliminated since little difficulty seems to be encountered in providing favorable class schedules for vocational agriculture. In fact, of the eleven criteria suggested for California, it appears that only seven of these might apply to states outside the Western Region.

The same would be true in weighing these criteria since it is quite evident that their importance varies in different sections of the country.

Under conditions in the Pacific Region in general and in California in particular, criteria Nos. 1 and 8 are of paramount importance. Criteria Nos. 5, 7, and 9 are of slightly lesser importance, and criteria Nos. 2 and 11 have perhaps the least significance. As indicated above, No. 9 may well apply only to this state and this region.

CHECK LIST

From these criteria, a check list has been developed for use by school administrators in studying conditions in their respective districts and schools preparatory to making application for the establishment of a department. This check list calls for supporting evidence which will enable the state and regional supervisors to evaluate these applications objectively and to determine those which should be given primary consideration.

SUMMARY

Lack of space prevents giving even a brief summary of the data and the findings of the studies upon which these criteria have been based. Also, it seems evident that the criteria which have been formulated as a result of this study apply particularly to the state in which it was made and may have only general implications and applications to other states where conditions may be different. A few of the more important general conclusions and findings which may be of general interest are as follows:

1. Unless other conditions are exceptionally favorable, it is questionable whether vocational agriculture departments can ordinarily be maintained successfully in high schools enrolling less than 100 pupils.
2. It is relatively easier to maintain a successful department in a community where farming is general and diversified, and where livestock, poultry, and dairy enterprises are conducted, than in a district where farming is highly specialized.
3. The attitudes of local school administrators toward vocational education in agriculture, their knowledge and understanding of the purposes of instruction in agriculture and of the duties and responsibilities of a teacher of this subject are extremely important factors in the success of a department.
4. If competent teachers are to be retained in this profession, more attention must be given to (a) developing better teacher-principal relationships, (b) to defining the job of the teacher and his responsibilities, and (c) giving teachers of vocational agriculture more voice in the guidance of farm boys and the selection of pupils for enrollment in their classes.

In "severance interviews" with successful teachers who resigned during the period 1941-44 to accept positions offered them in other fields of work, it was found that these factors were the major causes of dissatisfaction and primary considerations in their decisions to leave their teaching positions for other fields of work.
5. In smaller high schools (up to 200 total enrollment), departments fail largely because of low enrollment and the inability of the school to retain competent teachers.
6. In medium-sized schools (200-500 enrollment), the most significant failure factor is misunderstanding and lack of co-operation between teachers and principals.
7. In large high schools, inadequate guidance and faulty selection of pupils cause the most difficulty.

Study of Library Service

THE U. S. Office of Education, Federal Security Agency, has released a study of public-school libraries for 1941-42. This is the most recent compilation of library statistics since the last previous study in 1934-35. Over 52,000,000 volumes were reported by schools housing more than half of all public school pupils. Libraries in these schools employed 5,200 full-time and 7,500 part-time librarians.

The number of books available per pupil varies with the type of library service. There were 4.51 volumes per pupil where there were "classroom collections" only; and 3.01 volumes per pupil where they were "loan collections" only. Copies of *Statistics of Public-School Libraries, 1941-42*, may be obtained by purchase at fifteen cents each from the Superintendent of Documents, Washington 25, D. C.

Training Officers for the United States Merchant Marine

JOSEPH L. KOCHKA

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ON Henderson's Point, Pass Christian, Mississippi, with the warm waters of the Gulf of Mexico one day lapping and the next smashing against its steel seawall is the United States Merchant Marine Cadet School. The mission of this school is to start the job of transforming starry-eyed youngsters to whom the sea is all romance, sun-swept blue seas, star-studded nights, palm trees, and magic seaports in the distant corners of the earth into two-fisted, physically strong, professionally competent officers who with both realism and vision will make it possible for the United States Merchant Marine to win and to hold America's place in the water-borne commerce of the world.

This school at Pass Christian, together with the United States Merchant Marine Cadet School at San Mateo, California, is actually a first-semester unit. It is in keeping with the policy of the United States Merchant Marine Cadet Corps to have schools placed near strategic seaport centers on the eastern, the Gulf, and the western coasts. For that reason the two cadet schools were placed away from the United States Merchant Marine Academy, which is located near the port of New York. San Mateo was selected near San Francisco for the west coast, and Pass Christian, about sixty miles from New Orleans, for the Gulf Coast.

In as much as there is no admission to the United States Merchant Marine Academy at Kings Point, New York, without successfully finishing the six-months' course at a cadet school and sea duty, it is essential that every principal, every teacher, every counselor, and every guidance officer of the high schools of this country know these cadet schools, especially in terms of their philosophy of education, their objectives, and the mental, physical, and moral characteristics demanded of the young men applying for admission into them, and eventually through them and sea duty, to the United States Merchant Marine Academy at Kings Point.

The young man who has the greatest chance of finishing the cadet school and ultimately of being graduated from the United Merchant Marine Academy at Kings Point must have these qualities:

1. He must be willing and able to adapt himself to very strict, but fair, discipline along the lines of the Naval Academy. He has chosen to enter a calling where obedience to authority—that of the master and chief engineer of a vessel—must be complete and unquestioned. Ships cannot survive at sea if the decisions and the orders of the master and officers of the vessel are to be debated and questioned at every turn.

If this boy applying for appointment to the United States Merchant Marine Cadet Corps is unwilling to accept this discipline, or accepts it with the

mental reservation that, when the occasion suits him he will reject it, he will make a much wiser decision in the long run in seeking some other profession or calling. Such an attitude will have only one ending: the young man will find himself sooner or later facing a Cadet Corps Aptitude Board with the choice of resigning or of being dismissed.

2. He must be able to meet high scholastic requirements comparable with West Point and Annapolis. He should be intelligent, and, preferably, a rapid reader with high comprehension of what he has read. He should have a liking, and if possible, a bent for mathematics and science. He should have or be able to develop superior study habits because in the cadet school, and later when he is a cadet midshipman at sea, and finally in the United States Merchant Marine Academy at Kings Point, he will be thrown again and again on his own resourcefulness and self-direction in the mastery of navigation, seamanship, marine engineering, naval science tactics, and shipping economics.

3. He should know how to swim. This actually means that as a swimmer he has both skill and endurance to swim at least fifty yards in a disturbed sea and stay afloat for thirty minutes. The six-months' course at the cadet school is a short time to give a nonswimmer this skill and endurance, and the administration in charge of the United States Merchant Marine Cadet Corps will not send a cadet midshipman to sea for courses as third classman without that basic skill and strength.

4. He should be emotionally well adjusted, able to meet and get on with all kinds of men, because aboard the narrow and confining limits of a ship he will have to live with them for long periods of time. He should be self-reliant and should have or be able to develop that rare gift of living within himself, if necessary, for days and perhaps months at a time.

5. He should understand very clearly that, while the United States government is giving him a superior education, he is going to be employed by steamship operators and owners and at the same time maintain a status as a reserve officer in the Navy. He should also understand that, while in all probability these operators and owners will be subvented by the United States government to the extent of enabling them to meet the competition of foreign shipping using low wages and high subsidization, they, nevertheless, will be risking private capital in a highly competitive business where survival, to say nothing about earnings, demands the highest type of seamanship, and of business management and engineering skill and inventiveness. He will be paid a very good salary but he will have to deliver the goods in the broadest sense of the phrase.

He should also understand that at the moment there is not the same inducement in terms of tenure and retirement for overage and physical disability as is offered in the Army and Navy. This will probably come, however, because it is believed that the America which has given its shipping industry

the Merchant Marine Act of 1936, will also see that these incentives—tenure and retirement—will be made available for the purpose of attracting and retaining the high type of personnel required for the maximum efficiency of its merchant fleets.

6. But above all, this boy applying for appointment in the Cadet Corps should love the sea in storm, in calm, in fog, in the glare of the noon-day sun and in the pitch black of a starless night, and in going to sea, he is answering that deep and irresistible urge within nearly every red-blooded boy and man to know and to master that boundless expanse of water which simultaneously is both beautiful and terrifying. The sea has no place for the man who turns to her through frustration or failure. Only the competent and the strong can master and handle her.

ATTITUDE OF THE AMERICAN PEOPLE TOWARD A MERCHANT MARINE

There is one other factor that must be faced by school people counseling young men on the wisdom of selecting and on their fitness for the career of a merchant marine and naval reserve officer. It is this:

Have the American people learned, this time, after two bitter and frightfully expensive lessons in terms of money, lives, and threatened loss of their government, how indispensable and basic a merchant marine is to their national welfare; that never again, if we treasure our existence as a nation, must we scrap our merchant fleet or our Navy; that no nation in the history of mankind has ever been great and retained its greatness unless its merchant fleet engaged in world trade; that navies and merchant fleets are inseparable: one without the other is useless and an invitation to attack?

This thought is in the mind of many a serious and capable young man, who has all the qualities needed for success in our merchant marine. He cannot be blamed if he says to himself, "Although I love the sea and want to be an officer in the United States merchant fleet, is it worth the gamble?"

During the three years that I have spent studying the educational and training programs of the United States Merchant Marine, this problem has been put to me many times; so I was not surprised one day at Pass Christian when a cadet midshipman, in the last weeks of his course at the cadet school, stopped me in the corridors of the pleasant and spotless barracks.

"Please excuse me for stopping you, sir," he began apologetically, "I know I'm putting this clumsily; I love the sea and want to be an officer in the Merchant Marine; but can you give me any guarantee or assurance that we shall have a decent-sized Merchant Marine after the war?"

What would have been your answer? What will your answer be when that question will be put to you, as it will be many times in the next few years? It is going to be placed before us, not only as school people counseling young men, but as citizens of this nation.

Being unwilling to ignore his question or to put him off, I attempted to marshal as many facts as I could, and with the young cadet midshipman look-

ing at me searchingly, and I thought somewhat quizzically, I tried sympathetically to assure him that this time America would maintain a strong postwar merchant fleet; in fact, because I believed this so deeply, I was here at Pass Christian spending my summer vacation studying his school—the United States Merchant Marine Cadet School.

And, as for a guarantee, yes, I thought he had several:

1. The Merchant Marine Act of 1936, as amended to date: this is the Magna Carta of the American Merchant Marine. Its existence prior to the actual outbreak of war in Europe proved to be a national blessing, and its repeal or weakening in the future will prove to be a national catastrophe.

2. A much clearer and more realistic understanding on the part of inland America of its dependence both economically and militarily on a modern, swift, and adequate Merchant Marine.

3. A new conception of the meaning of global warfare for a seabounded America. The ready acceptance of the United Nations charter by the Senate is a hopeful sign of this new conception.

4. The far-seeing and highly efficient leadership displayed by the Maritime Commission (the permanent peacetime organization) and the War Shipping Administration (its wartime counterpart) and their miraculous accomplishments in the field of shipbuilding and ship operation through private civilian agencies, and, further, the very definite and well-conceived plans they have developed for the maintenance and operation of a highly efficient Merchant Marine.

5. And lastly, I thought there was some guarantee evident in the very fact that he was being given by the United States Merchant Marine Cadet Corps a very superior education not merely to meet wartime needs, but for the long-range purpose of creating the most competent, loyal, and highly trained type of personnel which American operation and ownership of merchant vessels in the postwar period will demand. And I tried to remind him that this training is guaranteed by specific legislation in the Merchant Marine Act of 1936.

"Thanks very much, sir," said the young cadet midshipman, as I ended, "It makes me feel a little better, and I do hope you are right." He turned and went back to his books in the four-bunk room that he shares with three other fourth-class cadet midshipmen during his months at the cadet school.

SEAPOWERS EQUALS NAVIES PLUS BASES PLUS A MERCHANT MARINE

That night after dinner at the home of the commanding officer of the cadet school, Commander Harold R. McPhee (DM)¹, U.S.N.R., I sat with a group of administrative officers of the cadet corps. They were all master seamen, hard-hitting, intelligent, successful, proud of their calling. They had come to leadership through graduation from the tough, hard years in school-ships and

¹DM when used with an NR classification means that the officer is qualified for general service, deck, Merchant Marine.

long years in all the grades from cadet to master and chief engineer. They knew and loved the sea; they knew ships and the shipping industry, and all of them knew from personal experience the need of education and training for competence and success in this profession of theirs. They also knew and understood youth.

To tell the story of their lives and that of their forbears would be to tell the story of the American Merchant Marine and of our Navy. To me sitting there, watching and listening to them, it was very much like flipping the pages of an illustrated guide to America's rise, decline, and re-emergence as a sea power. One glimpsed the seagoing trader; then, the merchantman converted into a man-of-war fighting for his rights and his share in American and world commerce; again, the privateer, the sloop, the frigate, and the ship of the line—all developments of the seagoing trader. Here telescoped into a comparatively short space of time was the early development of two inseparable units: the "Merchant Marine and the Navy." Then as the pages turned, one saw the neglect and the decay of American sea commerce, the hectic days of World War I, the rotting fleets in the Chesapeake, the Hudson River, and the Gulf, the struggle of underpaid men in the days of the depression to operate obsolescent vessels in competition with modern and highly subsidized fleets of foreign nations, then the new fleet on the ways as the result for the Merchant Marine Act of 1936, and these men reporting for active duty in the Navy Reserve.

Two of them sitting in that room typified the story. They were Commodore R. R. McNulty, (DM), U.S.N.R., Supervisor, United States Merchant Marine Cadet Corps, and Commander H. R. McPhee, (DM), U.S.N.R. Both of these men were from Gloucester, born and bred there. The sea smashing on Cape Ann and Rocky Neck was their heritage and their home, as it had been that of their forefathers. Commodore McNulty was the sixth generation of his people to sail the sea. At the age of thirteen, he was sailing out of Gloucester aboard his father's schooner. Commander McPhee is the fourth generation of McPhees to go down to the sea in ships. Their roots go deep into the maritime and naval history of this country, for both the McNultys and the McPhees were and are, not only carriers of America's sea-borne trade in peacetime, but as a matter of duty and tradition, invariably have served on an active duty status in the Naval Reserve when their country went to war. Their forefathers and their neighbors sailed the seas to carry trade, but by the same token, they never hesitated to sail it either aboard the Armed Merchantman or the man-of-war whenever force and tyranny stepped in to interfere with the rights granted them by the Constitution to sail the free oceans of the world.

I asked these men the question that the young cadet midshipman had put to me. All of them were ready with the answers, answers indicative of their faith in their own calling and in the American nation, whose commerce

they had carried in this modern day to all corners of the earth. In general they followed the pattern of the ones I gave the young man, but, in addition, their answers were enriched by their own personal experiences.

There is one answer, however, that I should like to repeat. It came from the Commodore who had sat quietly listening to the younger men.

"There's one other comment," he broke in with, when the conversation had lagged somewhat, "and I wish you would tell it to every school teacher in this country. It really is an axiom. Seapower has been the dominant factor in this war. Until seapower slowed down the U-boat, our losses in ships on the Atlantic alone reached a total in tonnage equal almost to all the ships we had in foreign trade in 1939. Five thousand five hundred and seventy-nine merchant seamen are dead or missing,² and the Cadet Corps alone has lost 129 cadet midshipmen, young men in their nineteens and twenties, lost in the enemy action during their Third Class course of study at sea."

The Commodore paused for a fleeting moment. Perhaps he was thinking of these young men because many of them he knew personally. Some of them may have been the sons of his own warm friends.

"Seapower," he went on, "will always be America's major weapon, but *seapower equals navies plus bases plus merchant ships*. This is Admiral Mahan's classic formula. We did not heed his warning uttered early in 1902. We saw it operating again in World War I, and after desperately building an emergency merchant fleet at the cost of three billion dollars, we forgot the warning once more, and let the fleet rot in creeks, bayous, and rivers.

"Then in 1936, a few men had the vision to see what was going to happen in Europe and Asia; that our obsolescent fleet had long passed its days of usefulness, to say nothing about its inadequacy in tonnage. It was then that Congress passed by a meager eight votes the Merchant Marine Act of 1936. Some men had remembered Mahan's famous definition, and America had the beginnings, very humble though they were, of a new and modern merchant fleet, and equally important, shipbuilding had been encouraged, new ways were under construction, and the training of the ships officers and men needed in ship operation had begun. Also provisions had been made for the training of personnel to build ships.

"Then the war came down upon us in 1939, and America had just enough headway to save her national life, because without the Merchant Marine Act of 1936, without the three years of grace, providentially granted to us, lend-lease supplies would not have reached England and Europe, and the way across the Channel would have been easier for Hitler.

"This classic equation: *Seapower equals navies plus bases plus merchant ships* should be hung in every classroom in the land. It should be written in the hearts of all Americans, young and old, so that it will not have to be

²The *Evening Star*, August 31, 1945, Washington, D. C., reported several hundred being held by the Japanese as prisoners of war.

written again in the blood of their youth. The oceans in the midst of which democratic America sits are not only a bulwark, but a common heritage that America must use wisely or perish. She is essentially a maritime nation, and unless she remembers and practices Mahan's historic and axiomatic principle, she will go the way of Phoenicia, Greece, Rome, Spain, Portugal, and all countries that did not know or who forgot that seapower is the key to international prestige and influence, and that seapower is unattainable without its components: navies, in our case, two-ocean; bases; merchant ships."

NEED FOR BACKGROUND

Such topics as the general qualifications of young men applying for appointment into the United States Merchant Marine Cadet Corps, the attitude of the American public toward a vigorous postwar Merchant Marine, and the relationship of seapower to our security as a nation, have been very briefly discussed in an effort to give some background information that counselors and guidance officers may use in their work.

The important thing to remember is that the Navy and the Merchant Marine complement each other, and for maximum effectiveness must always remain in balance, and that a good guidance officer will remember that an effective Merchant Marine needs intelligent, strong, and capable candidates for its officer personnel just as much as the Navy, for unless both are equally strong in personnel, then once again they are out of balance.

Teachers in their guidance work should also remember that cadet midshipmen are enrolled as midshipmen in the Naval Reserve; that they pursue courses in naval science and tactics, and that these courses are identical with those followed by the Naval ROTC units in colleges and universities.

Upon graduation, the cadet midshipman is commissioned Ensign in the United States Naval Reserve. Very few Americans realize that over two thousand graduates of the United States Merchant Marine Cadet Corps are now on active duty as officers in the United States Navy.

It may be interesting to know that many graduates of the United States Merchant Marine Cadet Corps have been commissioned in the Chinese Merchant Navy and are now serving as officers aboard Libertys assigned to the Chinese Government under lend-lease agreement.

REPORTING TO THE SCHOOL

So it was to a school charged with the first semester of the first-year's work in the instruction of future officers of the United States Merchant Marine that I reported on the last day of June. The United States Merchant Marine Cadet Corps, of which the cadet school at Pass Christian, Mississippi, is a unit, was established by the Merchant Marine Act of 1936, section 216 (b.) The entire Cadet Corps numbers about 4,400 distributed among three schools and aboard merchant ships at sea. The largest unit of the Cadet Corps is the United States Merchant Marine Academy at Kings Point, L. I., New York. This is for advanced training and is on the level of a senior college. It is a superior

school and ranks high as an institution for the education of men qualifying for officer berths in the deck and engine departments of our merchant ships and shipping managerial positions in foreign service.

There are two lower schools which may be viewed as preparatory schools, both of equal rank and both offering preliminary instruction in navigation and seamanship and in marine engineering and laboratory instruction. These schools are known as United States Merchant Marine Cadet Schools. One is located at San Mateo, near San Francisco, California, and the other at Pass Christian, Mississippi, about sixty miles from New Orleans. Despite their preparatory nature, it should be remembered they are actually first-semester units of the Academy.

The cadet midshipmen at these schools are fourth classmen. When they leave at the end of six months—they go as third classmen for at least another six months at sea in merchant and training vessels. At the end of the term of sea duty, if it is completed satisfactorily, they are promoted as second classmen and ordered to the United States Merchant Marine Academy at Kings Point where they ultimately become first classmen and are graduated upon the successful passing of very difficult examinations in their chosen fields.

The commanding officer, Commander Harold R. McPhee (DM), USNR, met me when the station wagon delivered me at the duty office of the basic school. I am much indebted to him for his graciousness, his hospitality, and generous co-operation.

On Monday morning I met Lt. Comdr. Steven Jennings (DM), USNR, the executive officer of the basic school, whose invaluable and never-failing assistance and guidance contributed so much to the successful evaluation of the institution.

Both of these officers are outstanding examples of the type of graduates bred by the old school ships and by their ability to make the grade in our pre-war merchant marine and naval reserve: as hard and as tough a testing ground as can be conceived. They are strong men physically, highly intelligent; down-to-the-earth in their thinking about our postwar Merchant Marine and our education which they believe should be better than they obtained in obsolete school ships, for a career at sea in that Merchant Marine; alert to changing conditions; and devoted to the mental, physical, and moral development of the young men under their charge. They are both master seamen and good schoolmen. The excellent job they are doing both educationally and administratively made my task so much easier and more successful.

LEARNING ABOUT THE SCHOOL

While it might be interesting, there is neither space nor need to describe in detail the procedures followed in making this survey. It should suffice to state that, in general and as much as the circumstances permitted, the usual practices connected with the use of the *Evaluative Criteria for Secondary Schools* techniques were carried out, with the emphasis placed entirely upon

the introductory phases of these techniques. Of course, the outside visiting committee of school experts was not used, except to the extent that the writer tried, as much as one man can do, to represent the opinions of such a group. In his report the writer stressed the importance of judging and using the findings resulting from the survey in the light of the modified techniques employed and with due allowance for the human error present in such procedures.

My instructions were (1) to make a survey of the school in terms of its philosophy of education and its objectives for the purpose of giving the Supervisor, United States Merchant Marine Cadet Corps, a fairly accurate measure of the cadet school at Pass Christian, (2) to provide a rich and stimulating educational experience for the administration and the instructional staff, all men who are officers in the American Merchant Marine and the United States Naval Reserve, and (3) to give them some familiarity with a very valuable device for self-evaluation and improvement.

During the eighteen days that followed I had the privilege of a most valuable and unique experience: that of coming to know intimately a very interesting and functional type of school which was succeeding in a high degree, within the limits of its one-semester course and its curriculum, in giving the



—Courtesy of U. S. Merchant Marine Cadet Corps.

A section of cadet midshipmen of the USMMCC at Pass Christian, Mississippi, receives instruction in boat drill.

foundations of practical training and academic background needed by these young men who had chosen the profession of Merchant Marine and Naval Reserve officers.

During these eighteen days I was in frequent consultation with the groups responsible for the various areas of curriculum, activities, library service, guidance, instruction, outcomes, staff, plant, and administration, I sat in on and participated to some extent in the discussions of their philosophy of education, and what the special objectives of this cadet school should be in the light of the needs of their student body and the community, the United States, with reference to its Merchant Marine.

I came to know very well the instructional staff. I visited many, if not all of the classes; some of them, several times.

With the permission of the battalion officer, I held a meeting with the student company commanders—what would be known in the Evaluative Criteria techniques as a “selected group of students”—where no cadet school administrative or instructional officer was present, and had many long talks with the members of the student body in their lounge room, and in their own rooms. I went to church with them on Sunday morning, both Catholic and Protestant services; I ate occasionally with them in their dining hall; attended class with them; saw them drill and attended their dances; went with the commanding officer and his executive officer and the battalion’s student commander on the usual Saturday inspection tour. I saw the school’s system of discipline at work and found it very acceptable; strict, shipshape, but very fair. There were activities that I missed, such as the cruises aboard the training vessels, both motor and sail; visits to the shipyards and days on the firing range, but I had no choice in these matters on account of the limitations of time.

Thus, through my own activities and interests and with the indispensable help of the administration and the staff, I came to know the United States Merchant Marine Cadet School at Pass Christian.

Briefly, the school at Pass Christian gives its 300 cadet midshipmen mastery of the basic technical skills needed in both the deck and engine departments of a merchant vessel. The six-months’ course of instruction, together with the six-months’ service aboard a vessel at sea, is designed also to test and measure a cadet midshipman’s aptitude for and attitude toward a career at sea. They are essentially exploratory and tryout in addition to being introductory preparation for the advanced work at Kings Point.

The student body comes from every section of American life, and many of them, while interested in the sea, do not fully understand the difficulties and also the possibilities of the calling which they have selected. This student body, according to its scores on the American Council on Education Psychological Examinations, mentally tends to fall on the forty-fifth percentile of all colleges and on the fifty-fourth percentile of all junior colleges. Its average age is about eighteen, although this may tend to change toward more maturity.

One out of every four entering the six-months' course will fail to complete it, with the number of withdrawals being higher in the engine department than in the deck. The most frequent cause of withdrawal is poor scholarship, with lack of interest and illness close behind.

The school has a very definite philosophy of education and its objectives are well defined and closely followed. The outcomes of the educational program appear to be satisfactory, but the Supervisor is planning a series of follow-up studies to measure more effectively the outcomes of the program.

The school plant is very superior. Its library service is above average. The activity program is excellent, especially in the field of physical training. Its instructional procedures follow closely those of West Point and Annapolis, as does its marking system. Its staff is composed chiefly of capable men who have been successful officers in the American Merchant Marine. The administration is highly competent and alert to its responsibilities for educational leadership.

Obviously, in these pages the whole story cannot be told. Such basic information as opportunities in the Merchant Marine, appointments to the United States Merchant Marine Cadet Corps, scholastic examinations, qualifications for appointment as cadet midshipmen, certificates required, applications, pay and allowances during training, medical attention, transportation expenses, uniforms and textbooks, active duty in the Navy, and other similar pertinent facts can be secured by writing to the Supervisor, United States Merchant Marine Cadet Corps, Washington 25, D. C.

A Baker's Dozen --- for the Price of One

FOR some twenty years a group of Muskegon High School women teachers have found their informal book club profitable, both culturally and socially. The custom has been for each member to purchase one book which promises to be worth while. Often these have been recommended by friends or reviewers. The books chosen for the year are decided upon, after a general discussion of possible choices, at the first meeting after school opens in the fall. Effort is made to have the collection include both fiction and non-fiction. Every two weeks members meet at one of the homes, exchange books, discuss them a bit, and have a social cup of tea together. At the first meeting someone usually volunteers to make mimeographed lists of the titles and authors of books chosen, and the sequence in which they are to be passed on. Since most of the members live in small quarters and cannot, therefore, accumulate much of the reading material they may wish to enjoy, having some fifteen or eighteen carefully chosen books coming to them for a two weeks' period each is a decided advantage. There have been no officers and no rules, for the procedure has always been very simple. But the innumerable good books collected and read, the relaxation of tired professional women through friendly social contact, and the lasting fellowship developed still continue to make this book club very much worth while to a group of Muskegon teachers.—*Michigan Education Journal*.

Air Education Spreads

AIR education among the youth of the country has increased to such extent that additional millions of students and youngsters of both sexes will be enrolled in aviation courses in secondary schools and colleges this fall, it was disclosed in a survey made by the Air Transport Association of America. The ATA also reported that as a part of the spread of air education, more than a score of air-minded organizations are promoting projects in various fields. These organizations, both governmental and civilian, aim especially to advance programs intended to impress adults as well as the youth with the role that aviation must play in the maintenance of world peace and in the development of world trade and amity among nations.

In addition, it pointed out that between 5 and 6 million persons have become air-minded through flight or ground service in the Army, Navy, and Marines, or through work in aircraft factories, and they will join the legions in support of a national policy of full "air power." In sum total, the survey indicated that the most formidable segment of population in our history is lining up behind air education and air power as essential to world security.

Figures attributed to the Civil Aeronautics Administration show that 96 per cent of colleges and universities in the United States recognize aeronautics as an elective science, and half of these accept it as a laboratory science for college entrance requirements. It was further stated that at least 399 of the high educational institutions have already offered or will offer academic work in aviation or related fields. During the last school year aviation courses offered in the colleges and universities ranged from a four to five year study in aeronautical engineering to special summer school work for elementary and secondary teachers.

COURSES IN SECONDARY SCHOOLS

At present about half of the pupils in the 28,000 American secondary schools, with a total enrollment of 6,000,000, have access to aviation instruction. Many thousands have availed themselves of the opportunities offered. An estimated one sixth of this group will be seniors expected to be graduated at the close of the 1945-46 term, many of whom will follow aviation study in college.

Sixteen states and the District of Columbia, representing more than 50 per cent of the population of the United States, have formulated comprehensive high-school aviation programs to meet peacetime needs with the assistance of the Aviation Education Division of the CAA, which is working with other states on similar projects.

Certain schools in every state in the union have well-developed programs of aviation education, with varying degrees of support from the state educational authorities. In addition, it is estimated that there are more than 20,000,000 primary and intermediate grade-school pupils scattered throughout the

country, a majority of whom will be taught about aviation and its social effects as a method of modernizing their regular studies. This does not take into account the host of pre-school children set for kindergarten this year who were made air-conscious by the war.

Altogether there are more than 1,200,000 elementary- and high-school teachers, thousands of whom have already taken special courses to prepare them to teach aviation. This group will be greatly augmented by those just graduated from college who have studied aviation.

In connection with the secondary school and college aviation education program, more than \$38,000,000 worth of aircraft equipment has been turned over to nonprofit schools throughout the United States since October, 1944, in an Army Air Forces project serving as a test operation for the larger education program still to come.

An additional large number of obsolete aircraft instruments, engines, and complete airplanes will be made available to schools throughout the country during the next several months, according to the Air Technical Service Command. Authority to dispose of surpluses to educational institutions now has been transferred to the Education Disposal Section of Reconstruction Finance Corporation. The surplus planes and equipment are used in vocational training and aeronautical engineering courses as well as in social study courses in elementary and secondary schools to emphasize the place of aviation in the post-war world.

PROMOTIONAL ORGANIZATIONS

The list of organizations promoting various projects of an aviation educational nature includes the Aviation Education Division of the Civil Aeronautics Administration; Air-Age Education Research, sponsored by American Airlines; School and College Service, sponsored by United Air Lines; Air Age Education, Inc.; the Aviation Education Foundation; Civil Air Patrol; Educational Service of Pan American World Airways; Air Age Education Congress, sponsored by the University of Denver; Civil Air Patrol League; National Aeronautic Association; Boy Scouts of America; Academy of Model Aeronautics; United States Junior Chamber of Commerce; the recently created Air Power League; Aeronautical Training Society; Army Air Forces; Institute of the Aeronautical Sciences; and the Aircraft Industries Association.

The Air Power League, originally known as the Air Force League, is an organization of civilians dedicated to the fostering of a strong air-power policy for the United States. The league recently launched a campaign to raise \$2,500,000, of which 80 per cent will be put in a permanent fund. Plans are to establish local units in all 48 states, membership of which will be open to persons interested in aviation and in the league's objectives.

Charles E. Wilson, president of General Electric Company and head of Air Power League, outlining the objectives of the organization, declared that he was convinced that the future safety of the nation requires a sound national

air policy under which both a strong military air force and a healthy civil aviation may be maintained.

The Civil Air Patrol, recently transferred to the Army Air Forces Training Command and thus assuring cadets the finest aviation training available, is one of the leaders among youth organizations primarily concerned with the promotion of aviation education. Today the CAP boasts a membership of 80,000 cadets and 55,000 senior members, after contributing heavily to the Armed Forces. The Patrol has a goal of 100,000 cadets set to be reached shortly. The CAP has a wing command in each of the 48 states, and groups, squadron, and flight units in more than 1,000 cities, towns, and communities.

Included in the CAP membership are 30,000 women adults and girl cadets. Members of this group, some of whom are highly skilled in instrument flying and fully capable of handling the most intricate planes, perform notably alongside their CAP brothers in flood relief, forest fire control, and emergency missions, which are only a part of their duties. Many former pilots of the disbanded WASP—Women's Air Service Pilots—doughty all-feminine Armed Air Forces unit, are members of the Patrol.

To add interest to cadet training and at the same time to increase aviation proficiency of the most promising cadets, flight scholarships have been established recently by several state and local units. Funds are raised by contributions from individuals and business firms interested in aviation education.

Another wide-awake youth organization that has been creating considerable interest in aviation is the Academy of Model Aeronautics, an affiliate of the National Aeronautic Association and the governing body for the aviation clubs of America. More than 1,000 model airplane clubs have been formed throughout the country under the direction of the AMA, which hopes for a membership of at least 3,000,000 youthful members in the immediate post-war years. Seventy per cent of its membership totaling an estimated 2,000,000 modelers when World War II began, entered the Armed Forces in defense of their country and others were immediately engaged in war work.

Established as a nonprofit organization, the Academy of Model Aeronautics has as one of its chief functions a licensing program under which sporting permits are issued to fliers of model gliders, rubber powered model aircraft, gasoline-powered models, and more recently, helicopters and jet-powered models. Along this line the AMA sponsors local, state, regional, and national model contests in co-operation with civic, service, and other organizations. The last national event, staged in 1941 at Chicago, drew 1,800 entries and attracted a half-million spectators. Plans are now under way to hold a Victory National Contest as a climax to the cessation of hostilities.

Similarly the AMA, as the aero-modeling representative of the world-wide governing and sporting body—the Federation Aeronautique Internationale—hopes to join in sponsoring international contests in the near future which will tend to bring about a better mutual understanding among young people

of the world. Girl as well as boy model groups hold membership in the AMA clubs and chapters.

The Boy Scouts of America is still another youth group that features an aviation program. It boasts nearly 2,000,000 members, many of whom have shown their eagerness for a future in aviation. Today there are some 1,000 Air Scout units with 10,000 members actively engaged in aviation activities. In addition, there are many thousand Boy Scouts in troops who are participating in the Air Scout Candidate program, although yet too young to join their older brothers in the Air Scouts.

Not only is aviation education open to boys in schools and organizations, but to girls as well. The Girl Scouts have an elaborate program of their own and similar programs have been worked out by other national groups. Many girls' schools and colleges likewise feature aviation education.

The first all-girl Civil Air Patrol cadet squadron was established last fall in New York City. Special courses have been established and will continue to be offered by schools for young women, leading to a private pilot's license.

INCENTIVES TO YOUTH

One of many incentives to youths to pursue the study of aviation education has been brought about by the strong possibility of the establishment of United States Military and Naval *air* academies. Two bills calling for their erection have already been introduced in Congress. The schools would be patterned after Annapolis and West Point, with graduates receiving officers' ratings.

Another inducement involves financial grants being made to various colleges and schools by interested persons, groups, and concerns. Only recently a \$1,700,000 gift was made by the Glenn L. Martin Aircraft Company to the University of Maryland for education and research in aeronautical engineering.

Any supposition that only a few persons—youngsters or adults—are qualified to learn to fly were dispelled by recent experiments. Tests showed that an average high-school boy can learn to fly a small plane in three hours. Their parents, ranging in age from 35 to 40 years, can solo in an average time of four hours and 19 minutes, and their grandparents in six and one-half hours.

The experiments further showed that women required an average of only 14 more minutes to solo than men. The test was made from a group of more than 100 novices, including night watchmen, cooks, waiters, janitors, and office personnel.

The survey concludes: "All facts indicate that the Air Age, unheralded only a few years ago, has been ushered into the lives and homes of almost every American . . . Mass travel will become a part of everyday activity, while the flow of goods and food by air express will lead commerce and agriculture into new channels of progress . . . Air Education will go far toward training the younger generation in taking the helm of international affairs in peace tomorrow."

Factors Conducive to the Effective Functioning of the Home-Room Organization

JOSEPHINE E. WAGNER

*Chairman, Home-Room Organization Committee
Washington High School, Sioux Falls, South Dakota*

THE Washington High School faculty of Sioux Falls, South Dakota, had the feeling that the home rooms as organized in their school were not functioning to the degree that they should. As a result of this feeling, a committee of five persons was appointed to make a study of other home-room organizations, hopeful that they might discover methods that would tend to produce a more effective functioning organization within their school. The committee met and developed a series of questions as a questionnaire. These they planned to distribute to high schools in the North Central Association area and have them fill out the questionnaire and return it. In the development of the questionnaire careful study of the various factors involved in the organization and the conduct of the home-room setup was made. Four major objectives were considered in developing the questionnaire and in making the study of the returns from the questionnaire. These objectives were:

1. Expedite the handling of administrative routine.
2. Develop desirable ideals and habits of good citizenship.
3. Develop desirable pupil-teacher relationship.
4. Offer aid to the pupil through guidance including moral, social, recreational, physical, personal, educational, and vocational.

A group of 125 schools was selected which were somewhat representative of the purpose and functioning of the Washington High School in Sioux Falls. A questionnaire was sent to each of the principals of these schools, all being located in the North Central Association area. Accompanying the questionnaire was the following letter:

DEAR SIR:

A committee of five faculty members of Washington High School, Sioux Falls, South Dakota, is making a survey of the home-room organizations in 125 high schools in the North Central Region. We shall be most grateful to you if you will kindly fill out the enclosed questionnaire and return it by December 20, if possible. In case you have any printed matter or any forms used for the home room we shall also appreciate having them.

Your co-operation will be most helpful. If you would like a report of our investigation, we shall be pleased to send it to you.

Most sincerely, for a better home-room organization.

Josephine E. Wagner, *Chairman,*
Home-room Organization Committee.

One hundred and four schools responded to this request. A list of these schools participating in the survey is found at the end of this article. These

returns were then carefully studied by the committee. The following material is a summarization of the findings of this study. They are given in an outline and briefed form, thinking that in this form they would be more readily usable by those who were interested in improving the home-room organization within their high school. The summary is only a report of practices. The statements contained are those reported in the questionnaire answers and are not necessarily reported as the best practices.

GENERAL COMMENTS

- A. Ten schools have no home room.
- B. Enrollment in these schools is one thousand to twenty-six hundred.
- C. Twenty-one made no reply to the questionnaire.
- D. Size of home rooms was twenty-five to thirty-five.
- E. All schools were either three- or four-year schools.

THE QUESTIONNAIRE AND SUMMARY BY QUESTIONS.

QUESTION 1. HOW IS THE PERSONNEL OF YOUR HOME ROOM SELECTED?

- | | |
|---|----|
| A. By classification or grade level..... | 47 |
| B. By first-, third-, or fourth-period class..... | 15 |
| C. By the principal..... | 4 |
| D. The student chooses his home room..... | 3 |
| E. Classified by sex and selected by the deans..... | 1 |
| F. Selected alphabetically by sex from each incoming group to give as representative a cross section as possible..... | 2 |
| G. On basis of curriculum selection as, agricultural, commercial..... | 1 |
| H. Comments | |

1. At Colorado Springs, a new type is being tried; namely, at the suggestion of the student organization cabinet, the old groups, organized as senior, junior, and sophomore groups, were disbanded. The new groups include seniors, juniors, and sophomores in definite proportions as to class and as to sex. Lists were posted last spring and this year's seniors and juniors joined whatever groups they wished. The groups were simply numbered at that time, with no teacher assigned. The teachers were assigned later on a purely chance basis.

The new sophomores were assigned to groups, with the privilege of changing after the first semester if they wished. These groups are designed to be "Activity Groups" and not merely counseling units. Each group has a representative in the "House of Representatives" which meets once a week. Business as transacted is reported back to each group at the next morning's group meeting. This arrangement is new but the principal says it is working fairly well. The method of making up the membership was thought to be likely to provide congenial groups.

2. One school has five types of home rooms with home-room enrollment of twenty-five membership as temporary for one year.
 - a. Candidates for graduation in January
 - b. Candidates for graduation in June
 - c. Juniors

d. Sophomores

e. Freshmen

3. Assigned as 9B's by the adjustment teacher who has previously visited all public elementary contributing schools. Personnel of home room is permanent.
4. One school's home-room is under reconstruction so it did not file the questionnaire.
5. Selected by merely dividing the number of pupils entering by the number of home rooms available.
6. Cut off in blocks from the alphabetical lists received from the contributing grades.
7. Keep all 9 B's together for one year, then move them into other home rooms with sophomores and juniors, then together again (one large home room) for the senior year. No alphabetical or sex segregation.
8. Select every tenth or fifteenth name according to the number of new home rooms to be established. Permanent home-room organization.
9. Alphabetical order by classes.
10. Voluntary enrollment; only exception, the student must enroll in a home room whose sponsor is a teacher who has that student in at least one regular class.
11. On the basis of sex and of the course to be pursued, for example, commercial girls would be in one home room, and college preparatory boys in another.
12. After experimenting with home rooms for several years one school has definitely and permanently discarded any home-room or activity-period plan, because a home-room or activity period broke down the discipline of the day more than anything else. "In other words," this principal said, "Anything can go on during the home-room or activity-period time."

They maintain a six-period day (8 a. m. to 2:25 p. m.) with each period definitely assigned to a class. All students take five periods of work and one study period. The first period of the day is five minutes longer than the other, to allow for the reading of the regular bulletin and for devotional exercises.

The principal further states that this plan would be subject to an enormous amount of discussion, which time did not permit and which he felt would not interest those not connected with the school. This school, therefore, did not file a questionnaire.

QUESTION 2. IS YOUR HOME ROOM OF TEMPORARY OR PERMANENT MEMBERSHIP?

Of the schools which have a home room, 70 are permanent and 26 are temporary.

QUESTION 3. AT WHAT TIME OF DAY IS HOME ROOM HELD?

GIVE LENGTH OF PERIOD.

A. Time of Day

1. Early a.m.50
2. Mid a.m.21

- | | |
|--------------------|---|
| 3. Late a.m. | 4 |
| 4. Early p.m. | 8 |
| 5. Late p.m. | 8 |

B. Length of Period

- | | |
|------------------------------|----|
| 1. Five minutes | 5 |
| 2. Seven minutes | 3 |
| 3. Ten minutes | 22 |
| 4. Fifteen minutes | 27 |
| 5. Twenty minutes | 14 |
| 6. Twenty-five minutes | 4 |
| 7. Thirty minutes | 5 |
| 8. Forty minutes | 12 |
| 9. Sixty minutes | 1 |
- Only when needed, otherwise
ten minutes.

10. Five minutes in a.m. daily, and forty-five minutes in p.m. three days a week.

11. Five minutes in a.m. daily, and forty minutes in p.m. twice in three weeks.

C. Additional Information

1. Kokomo High School, Kokomo, Indiana
 - a. Home-room meets daily for thirty minutes
 - b. Monday—Devotions and study
 - c. Tuesday—Activity period and study
 - d. Wednesday—Administrative
 - e. Thursday—Guidance or assembly
 - f. Friday—Assembly or guidance

2. Central High School, Madison, Wisconsin

At daily home room, (8:20 a.m., for five or six minutes) the student reports for attendance record and notices. Then also there is an activity period of thirty minutes (daily at 10:25 a.m.) when pupils report to home rooms, go to clubs, committees, or to auditorium programs. One regular day a week is "sacred" to the home room. This is the Tuesday activity period, which time is for school and home-room organization, instructions, war stamps, ticket sales, Junior Red Cross, and other incidentals. *Every student* must report to the home room the entire period on this day.

QUESTION 4. HOW OFTEN DOES THE HOME ROOM MEET?

- | | |
|----------------------------|----|
| A. Daily | 78 |
| B. Once a week..... | 3 |
| C. Three times a week..... | 2 |
| D. Every two weeks..... | 2 |
- E. One school meets at the end of the report-card period and daily the first two weeks of each semester.

F. Additional information

1. One school meets only three days a week, with a 25 minute period, as follows:
 - a. Monday and Wednesday. General guidance with school business as the handling of school announcements.
 - b. Tuesday, the period is devoted to individual guidance. This school is in Elgin, Illinois, which has a guidance director and a faculty committee which sets up the work. The Elgin guidance plan is given in this report under question nine.

QUESTION 5. WHAT IS DONE DURING HOME-ROOM PERIOD?

- | | |
|-------------------------------------|----|
| A. Administrative business only? | 26 |
| B. Program only? (Only once a week) | 1 |
| C. Both administrative and program? | 66 |
- One school said "Everything imaginable."

QUESTION 6. DO YOU HAVE A SPECIAL METHOD OF SELECTING THE HOME-ROOM SPONSORS? IF SO, BY WHAT METHOD OR ON WHAT BASIS ARE THEY SELECTED?

- A. Seven schools answer YES, while 50 schools answered, NO.

B. Comments

1. In most of the schools where No was given as an answer, remarks were made somewhat like these: "All teachers have home room"; "We use all teachers available"; "I select all teachers who have an interest in counseling."
2. One school replied No, because all their teachers have had guidance training.
3. One principal said he did have a special method of selecting the home-room sponsor because, said he, "I select my best teachers only to do this work."
4. In one school the senior sponsors must be capable of assuming the responsibilities of the graduating class.
5. All teaching members of the faculty who are not assigned to administrative duties or supervisory work are assigned home rooms. In addition to the home-room sponsors this school has also:
 - a. Two freshman, one sophomore, one junior, and one senior counselors.
 - b. One girls' discipline officer, one freshman and sophomore boys' discipline officer, and one junior and senior discipline officer.
 - c. An attendance counselor
 - d. An achievement co-ordinator
 - e. An adjustment teacher
 - f. A placement counsellor (Taft High School, Chicago, Illinois, enrollment 2100, has a permanent home room with nineteen minutes daily devoted to the home-room period.)
6. The administration will put only congenial faculty members in charge of home rooms.
7. We select teachers who seem to have ability. Those who prove not to have, must teach an extra class. Home room meets twenty minutes daily.

8. Must have a personality suitable to that grade level.
9. Selected by the principal, the dean of boys, and the dean of girls.
10. We know that working with 9B and the seniors require different techniques and personalities, so we choose counselors accordingly.
11. Must have ability as counselor.
12. All teachers, except such specials whose other duties would interfere, as coaches, band leaders, and dramatic directors.
13. "Definitely yes," says one principal; "My teachers are assigned according to their *personality and experience* and fitness for respective grades."
14. Definitely yes, our older teachers (from point of service) have the junior and senior home rooms.

QUESTION 7. WHAT REQUIREMENTS, IF ANY, ARE PLACED UPON THE
HOME-ROOM TEACHER?

- A. Responsible for home-room students in home rooms and assemblies.
- B. Calling absentees by phone
- C. Curriculum work
- D. Attendance records, announcements, make out advance programs for each student, watch his load, and reports.
- E. Entire responsibility of counseling program, conduct, and school spirit. Keep student's tentative four-year program.
- F. Educational, vocational, and social guidance.
- G. War stamps, bonds, Junior Red Cross, ticket sales, and other routine duties.
Assist with the health report cards.
- H. Must be accurate and prompt in all records.
- I. Visit every home once during the school year. (Permanent home room).
- J. One day each week must be given to guidance. (This school has a guidance director, and faculty committee which works with the guidance director. They also have a thirty-minute home room which meets daily).
- K. Must arrange a short program once a week.
- L. Must have a PTA relationship.
- M. Must understand children, be friendly, must inspire the group to do something outstanding in accomplishment.
- N. Remarks:
 1. We expect home-room teachers to get results. Since this is not always the case we have to check and make some changes during the year.
 2. Home-room teacher is "The School Parent of the Child."
 3. Each home-room teacher acts as principal of a small school; therefore, responsible for attendance, individual guidance, and the welfare of the home-room boy or girl.

QUESTION 8. WHAT ARRANGEMENTS, IF ANY, ARE MADE FOR THE
TRANSFER OF A STUDENT FROM ONE HOME ROOM TO ANOTHER?

- A. In most of the schools interviewed, the transfer of a student from one home room to another is rare. It, however, is sometimes necessary, and following are some of the reasons given for the transfer:

1. Promote or denote, dependent on the number of credits. (Done in schools which have established the permanent home room).
 2. To break up unwholesome pupil cliques.
 3. Incompatibility. One school rules that no pupil is ever permitted to transfer because of difficulty with home-room sponsor.
 4. At the request of the teacher and not the pupil.
 5. In case a change in the course has been made.
- B. If a transfer is made because of any of the above reasons it is handled in the following manner.
1. Through the office only
 2. By the adjustment counselor
 3. By the assistant principal at the close of each semester
 4. Only through the counselor in charge of that home room (Counselor is not to be confused with the home-room sponsor).
 5. By the dean of boys or the dean of girls.
- C. Comments
1. In one school, if a pupil has difficulty with a home-room teacher and wishes a transfer, the dean will take this pupil for a while until the problem is adjusted. This is the school which does not permit a student transfer because of difficulty with the home-room teacher.
 2. Another school has no transfer difficulty because requests for such are not received.

QUESTION 9. HAVE YOU A GUIDANCE DIRECTOR? DOES A FACULTY COMMITTEE ACT AS A GUIDANCE DIRECTOR?

- A. 1. Sixty-one schools have a guidance director while thirty-eight schools do not.
2. Forty-eight schools have a faculty guidance committee, while fifty-one schools do not.
- B. Nine schools have a guidance director, a faculty committee acting as or with the guidance director, and a faculty committee entirely responsible for the promotion and development of the home-room plan.
- C. Twelve schools have a guidance director and a faculty committee acting with the guidance director.
- D. Thirty-six schools have only a guidance director.
- E. Seven schools have no guidance director, but have a faculty committee which acts as the guidance director, and a faculty committee entirely responsible for the promotion and the development of the home-room plan.
- F. Three schools have only a faculty committee entirely responsible for the promotion and development of the home-room plan.
- G. Seventeen schools have only a faculty committee acting as guidance director.
- H. One school has a guidance director and a faculty committee entirely responsible for the promotion and the development of the home-room plan.
- I. Eleven schools have none of the three as given in B.

J. The faculty committee which acts either as a guidance director or with the guidance director usually in any of the following combinations:

1. The principal, dean of boys, dean of girls
2. The principal and class counselors
3. Four class counselors
4. Dean of boys, dean of girls
5. Dean of boys, dean of girls, and six class advisers
6. The two assistant principals, educational counselor, and the vocational counselor

K. Comments

1. Our high school offered a guidance program through the home rooms for ten years. It was given up because many of our teachers were not qualified to have a home room. Our present plan consists of a central office where all records are kept and four counselors who handle all specialized counseling for approximately four hundred and fifty students each. This plan does not eliminate the classroom teacher from giving the student educational guidance and assistance in forming study habits. Centralization of all records facilitates the handling of conferences. Each counselor has modern office equipment and is *well trained* in specialized fields. After using this plan for one year we are well pleased with the results. (Maine Township High School, Des Plaines, Illinois, with an enrollment of 1700 has a guidance director and temporary home rooms).
2. Two experienced teachers interested in pupil guidance and trained in testing have charge of the special guidance or orientation classes required of all the beginning freshmen. The course is carefully planned to meet the needs of those young people—how to study, how to use the library, the courses of study, school clubs, and activities. The students are trained to think in terms of personal interest and ambitions and to plan a tentative four-year course. Counselors, chosen because of their personality and adaptability, are assigned to the upper classes, a man and woman for each. (Benson High School, Omaha, Nebraska, pupils select their own home rooms by grade classification. Temporary home room. Enrollment, 1550)
3. All freshmen are assigned to heterogeneous home-room groups of thirty-five which are administered by advisers carefully selected for their proved ability to handle younger students. During the freshman year, students are required to pursue a one-semester course in citizenship and a one-semester course in careers in which they come in contact with a broad program of orientation. Educational, vocational, and civic guidance constitutes a large portion of the materials of the course. Near the close of the freshman year, students are given the opportunity to choose a program of study from one of the following six fields:
 - a. College preparatory
 - b. Technical
 - c. Commercial

- d. Trades Preparatory
- e. Vocational Agriculture
- f. General

Then the home-room advisers are responsible for the carrying out of this program. (Bloom Township High School, Chicago Heights. Permanent home-room personnel.)

4. One school which has neither home room, nor a guidance director, but does have a personnel department reports, "All guidance work is done in the general educational classes which meet five days a week as do all other classes."
5. Another school has only a curriculum guidance committee for junior and senior high schools, but they do not have a faculty committee responsible for the promotion and development of the home-room plan.
6. The Elgin Illinois Guidance plan has an
 - a. Executive Committee
 - (a) *Chairman*: Adjustment Director
 - (b) The head sponsors of each class
 - (c) The principal and assistant principal
 - b. Sub-committee
 - (a) Vocational
 - (b) Testing

All home-room and classroom teachers are responsible for carrying out the guidance program.
7. We have a committee of five especially qualified teachers, each of whom is responsible for the counseling and assisting of a number of home-room advisers. In our plan of counseling through the home room, each of the five counselors has a period in the day in which the home-room-adviser teachers have a free period. This assures a definite time for the counselor to meet the home-room advisers and to help them with any problems of the home room. In addition to this, there is one period in the day provided when the five counselors meet as a committee, with one of their own number as chairman, to work on the school problems of counseling. (Rufus King High School, Milwaukee, Wisconsin.)
8. Have not had home rooms for fifteen years. During that time, up to now, we have had a counselor system but this year after much investigation and discussion and on recommendation of Dr. Robert Woeller, of the University of Chicago Survey Committee, (which surveyed our schools last year) we now operate under a system of seven guidance counselors. Each has the responsibility of about two hundred students, and is given two hours a day for this purpose. Each has three classes and a study hall in addition. All are responsible for all guidance activities including the attendance. The regular home-room activities of announcements and student-council reports are taken care of in the first hour classes, sixty minutes long, while other periods are only fifty minutes long. (Battle Creek High School, Battle Creek, Michigan.)

9. Committee acting as guidance director
 - a. The dean of boys and dean of girls
 - b. The registrar, dean of boys, and dean of girls
 - c. Six or eight counselors (one counselor for each half year)
 - d. The assistant principal

QUESTION 10. DO YOU HAVE A FACULTY COMMITTEE ENTIRELY RESPONSIBLE FOR THE PROMOTION AND DEVELOPMENT OF THE HOME ROOM PLAN?

A. Yes	21
B. No	78

QUESTION 11. DO YOU HAVE ANY RESTRICTIONS ON OFFICE HOLDING IN THE HOME ROOM? IF SO WHAT IS IT?

A. Yes	22
B. No	57
C. Home room but no officers	5
D. Various methods	
1. Only one school office at a time	
2. May be president in one and secretary in another organization	
3. No failures the preceding semester	
4. Average of "C" (Received from many schools)	
5. Above "C" and good citizenship	
6. Pass in three subjects, same as for participation in athletics	
7. Pass in all subjects	
8. Satisfactory scholarship and citizenship	
9. Satisfactory citizenship	
10. Point system	
11. Cannot succeed to the same office	
12. Cannot belong to or participate in any secret society	
13. Very democratic, students elect negroes and Chinese to student council	
14. Average of "C" and no other activity to prevent attendance at the student council which meets once every week	

QUESTION 12. ARE YOU SATISFIED WITH YOUR PRESENT HOME-ROOM ORGANIZATION. IF NOT, WHY NOT?

A. Yes	48
B. No	39
C. Not satisfied	7
D. Comments	
1. Yes, it serves our purpose for the present at least.	
2. Yes, for what we expect it to accomplish.	
3. I say "no" because I think there is definite room for improvement. I am satisfied with the physical set-up but there are small specific details which need some attention.	
4. From the administrative and educational guidance, "yes." Individual program depends upon the teacher—some do a good job—others make a mess of it.	

5. Not all teachers spend enough time and energy to do a good job.
 6. Fairly well, but we feel more time is needed for personal interviews with advisers.
 7. Has worked very well for twenty years with only a few revisions. (Temporary personnel; fifteen minutes daily; enrollment, two thousand.)
 8. The time, ten minutes a day, for home room is not long enough to do anything constructive. It is a time to clear announcements and to take attendance. I plan a longer period next semester. (This school has a temporary home-room personnel, a curriculum guidance committee and an enrollment of twenty-three hundred)
 9. Partially satisfied. The success of any plan depends upon the insight and the wholehearted support of the teachers. We have not achieved 100 per cent in this regard but we are progressing to the goal of complete support on the part of the teachers.
 10. No, because too many teachers have not had the training necessary to conduct group guidance properly.
 11. It has worked quite satisfactorily, yet we realize that much more could be done in the home room; but we are not sure that this could be done without sacrifice of some of the classroom work. (This school has a permanent home-room personnel and a guidance committee.)
 12. Tried it for ten years, but gave it up for a centralized plan of specialized counselors. (Described in comment one under question nine).
 13. More time and attention should be given to individual needs. (This reply was received from many schools)
 14. I do not see how any school can operate without a home room. A teacher gets very close to about thirty pupils and can help them very much. (This school has a permanent home-room personnel and a guidance director).
- E. In general, the time is too short, the teachers are not qualified and schools are trying constantly to improve the home-room organization. Even though they answered that they were satisfied, they admit there is room for improvement. However, those schools which have a specific set-up for guidance seem to be more decided in their answer of perfect satisfaction.

QUESTION 13. DO YOU DEFINITELY FEEL THAT THE DESIRED STUDENT-TEACHER
RELATIONSHIP IS OBTAINED THROUGH YOUR SYSTEM OF
HOME-ROOM ORGANIZATION?

A. Yes	54
B. No	23
C. Not too well	13
D. Comments	

1. Depends on the teacher in charge.
2. Denver, Colorado, is very definite in the answer "yes" for the pupil is kept with the same teacher through high school. (This comment was made mostly by high schools with permanent home rooms.)

3. Many said, "It can be, but not at present." (This comment came mainly from home rooms with temporary personnel.)
4. It is obtained very well through our counseling and guidance system. (Received from schools which have a guidance director, or a faculty committee acting in that capacity.)
5. Yes, especially when we use our best teachers.
6. No, otherwise we would not be constantly undertaking improvements.

CONCLUSION

As could be expected, there was great variation in details but a few outstanding facts have been presented.

- A. There was all but unanimous agreement that the success of any system depends upon the teacher, her experience and fitness to counsel, her insight and wholehearted support of the adopted plan.
- B. A well-organized guidance program is essential if the home room is to function according to the four major objectives of home-room organization.
- C. A permanent home-room personnel is more desirable and assures greater satisfaction.

HIGH SCHOOLS PARTICIPATING IN THE SURVEY

ARIZONA

1. Phoenix Union High School, Phoenix
2. High School, Tucson

ARKANSAS

3. Little Rock High School, Little Rock
4. High School, North Little Rock

COLORADO

5. Colorado Springs High School, Colorado Springs
6. High School,* Denver
7. High School,* Denver
8. Junior-Senior High School, Grand Junction
9. Central High School, Pueblo

ILLINOIS

10. East High School, Aurora
11. Belleville Twp., High School, Belleville
12. Bloomington High School, Bloomington
13. Community High School, Blue Island
14. Austin High School, Chicago
15. Taft High School, Chicago
16. Harper High School, Chicago

17. Sullivan High School, Chicago
18. High School,* Chicago
19. High School,* Chicago
20. High School,* Chicago
21. Bloom Twp., High School, Chicago Heights
22. High School, Danville
23. Granite City High School, Granite City
24. Senior High School, Decatur
25. Senior High School, East St. Louis
26. Elgin High School, Elgin
27. York Community High School, Elmhurst
28. Freeport High School, Freeport
29. Lyons Twp., High School, La Grange
30. Peru Twp., High School, La Salle
31. Oak Park and River Forest Twp. High School, Oak Park
32. Woodruff High School, Peoria
33. East High School, Rockford
34. West High School, Rockford
35. Senior High School, Rock Island
36. Waukegan Twp. High School, Waukegan

*Returned questionnaire failed to indicate the name of the high school.

37. New Trier Twp. High School,
Winnetka
38. Maine Twp. High School, Des
Plaines
39. Highland Park High School,
Highland Park
- INDIANA
40. Bloomington High School,
Bloomington
41. Reitz High School, Evansville
42. Central High School, Fort Wayne
43. Hammond High School, Hammond
44. Warren Central High School,
Indianapolis
45. High School,* Indianapolis
46. Kokomo High School, Kokomo
47. Jefferson High School, La Fayette
48. Mishawaka High School,
Mishawaka
49. Central High School, South Bend
- IOWA
50. Franklin High School, Cedar
Rapids
51. Davenport High School, Davenport
52. East High School, Des Moines
53. North High School, Des Moines
- KANSAS
54. Wyandotte High School, Kansas
City
55. Topeka High School, Topeka
56. North High School, Wichita
- MICHIGAN
57. Senior High School, Battle Creek
58. Central High School, Bay City
59. Dearborn High School, Dearborn
60. Southwestern High School,
Detroit
61. Eastern High School, Detroit
62. Northern High School, Flint
63. Highland Park High School,
Highland Park
64. Jackson High School, Jackson
65. Central High School, Kalamazoo
66. Eastern High School, Lansing
67. Senior High School, Pontiac
- MINNESOTA
68. Austin High School, Austin
69. Central High School, Duluth
70. Edison High School, Minneapolis
71. High School,* Minneapolis
- MISSOURI
72. Westport High School, Kansas
City
73. One High School, St. Louis
74. Senior High School, Springfield
- MONTANA
75. High School, Great Falls
76. Lincoln High School, Lincoln
- NEBRASKA
77. Central High School, Omaha
78. Benson High School, Omaha
- NEW MEXICO
79. Senior High School, Albuquerque
- OHIO
80. South High School, Akron
81. Garfield High School, Akron
82. McKinley High School, Canton
83. Walnut Hills High School, Cincinnati
84. East High School, Cleveland
85. Shaw High School, East Cleveland
86. South High School, Youngstown
87. High School, East Liverpool
88. Hamilton High School, Hamilton
89. Central High School, Lima
90. High School, Springfield
91. Libby High School, Toledo
- OKLAHOMA
92. Classen High School, Oklahoma
City
93. Will Rogers High School, Tulsa
- WEST VIRGINIA
94. Huntington High School, Huntington
95. Parkersburg High School, Parkersburg
- WISCONSIN
96. High School, Eau Claire
97. High School, Kenosha
98. Central High School, Madison
99. Bay View High School, Milwaukee
100. North Division High School, Milwaukee
101. King High School, Milwaukee
102. Oshkosh High School, Oshkosh
103. Washington Park High School,
Racine
- WYOMING
104. Natrona County High School,
Casper

*Returned questionnaire failed to indicate the name of the high school.

Training for Leadership

LILLIAN C. PARHAM

Stuart Junior High School, Washington, D. C.

IT took the recent war with its unusual demands on our human resources to make us fully aware of the value of "the intelligent" and "the leaders." If schools are to keep pace with this thought and render the service that is expected of them, they must make special provision to train "the intelligent" of the land and specifically train for "leadership."

As an outgrowth of the studies made on the soldiers during the First World War, "individual differences" became the popular topic for educators and school people. This resulted in the segregation of pupils of varying mental abilities into separate classes where they might receive better instruction. Recently the "slow learner's" case has been in the limelight. Many studies have been made and methods devised whereby this type of student might learn to the best of his ability.

Certainly it has now been pointed out that teachers should give the brighter pupils every consideration. They too, should be encouraged to develop their talents and abilities to the *greatest extent* possible.

The writer undertook to carry through a program of leadership training for a semester with a class that was assigned to her for both 9B history and 9B English. This class was one of the best in the school and also contained six National Junior Honor Society students in it. Such a class afforded a good set of conditions for trying out this worth-while program.

At the beginning of the semester the Honor Society members in their first meeting listed activities in which they could serve the school. They also made a list of their separate choices on the basis of interest and ability. "Substitute teaching" was one of the suggested activities and was a choice made by a number of girls. With this interest aroused the unit on "leadership" was launched in the English class, and enthusiastically discussed and developed. (The writer is also sponsor of the school chapter of the National Junior Honor Society.)

PROCEDURE

In the English class the importance of leadership in all phases of life was noted. Much time was given to the topic of "good leadership," and the traits or characteristics that contributed to it. As each trait was mentioned and discussed, it was listed in a conspicuous place on the front blackboard to remain for a period of time. This list was headed, "Characteristics of a good leader," and was expected to impress the entire class.

Next "leadership in the classroom" and the part played by the teacher in leading a class became the concern of the pupils. This led to the matter of lesson planning. The parts of a good lesson and the outstanding features of

good teaching also came out in this discussion. These latter points were also listed on a reserved section of the blackboard. By this time the class had many things to think about in regard to classroom leadership.

The history class was to afford another channel in which to continue the training for leadership. The teacher gave study questions on a given assignment. She showed through her handling of these questions how much more related material and subject matter could be drawn into the lesson to enrich it. She emphasized the value of an interesting manner and the proper respect for everyone in the class. After several days the pupils were asked not only to study their lesson but also to plan how they would lead the discussion in the event they were chosen to do so. This meant they were to draw on all the resources they could to make their work interesting and gain more facts.

Then the pupil's chance came. On the following day volunteers to lead the lesson discussion were asked to raise their hands. A number of hands quickly went up and one was chosen. The first attempt was a gratifying one. It proved that the talks of the previous days had really been understood and applied. The pupil who had had the first opportunity to lead her classmates appeared much pleased with her success and enjoyed this new experience. As days went on more and more hands came up when asked who wanted to lead the group. The boys, too, joined in with the same interest displayed by the girls.

Growth and progress were evidenced throughout the term. From day to day careful preparation was made for the coming lesson in both history and English. Every time it was possible to turn the class over to a pupil the teacher did so. After each pupil completed his part as the leader of the day, a few minutes was spent by the class in evaluating the type of leadership he had given. Strong points as well as weak points were expressed. The pupil was urged to show improvement the next time he was selected to lead his class. Separate grades for "leadership" were kept by the teacher on the pupil's record sheet.

Initiative was quickly shown by these boys and girls. Often a pupil was already in front of the class and the lesson in progress by the time the teacher returned from hall duty. If the teacher was called out of the class in an emergency, the lesson went on satisfactorily in her absence. After different types of lesson procedures had been studied, pupils varied their procedure and chose the one suitable to the occasion.

OUTCOMES

Pupils learned much from these experiences. A summary of these learning experiences might include:

1. How to introduce a lesson.
2. How to tie up the new work with the old.
3. How to carry subject matter in the smoothest and best way.
4. How to tie up facts at various points during the lesson.

5. How to summarize at the close of the lesson.
6. How to word good questions.
7. How to plan different types of lessons.
8. How to allocate the time of the lesson properly in order to get over the required amount of work.
9. How to encourage classmates to participate in the lesson.
10. How to evaluate their work and that of their classmates.
11. How to appreciate the leadership of a teacher.

Four of five students decided to follow teaching as a vocation in the future. They discovered that teaching was an important profession to choose as a life career. In addition to the above they recognized the value of a pleasing voice, a nice manner, an attractive personality, proper use of facial expressions, force in speaking, poise, correct posture, accurate pronunciation, good enunciation, and co-operation.

This kind of class procedure afforded the teacher a better opportunity to observe all members in the class, and to make more careful notations and records of their responses. She was still the guiding force at all times. When necessary for the success of the lesson, she spoke from her seat in the class and added her contribution.

The whole class benefited greatly from the work of the semester and supported the "leadership" program throughout the term. A large number of the class did exceptionally well. Toward the end of the term a few had their chance to be substitute teachers. The best students were responsible for a number of fine assemblies, The National Junior Honor Society Induction Ceremony, and were chosen to give speeches at graduation.

EDUCATION IN 1950

EDUCATION for all American youth in 1950 will be quite a different undertaking from that of educating the youth who chose to go to secondary school in 1850. The social setting is different. The students are different. The purposes began to be different as soon as we began to think in terms of educating all youth in our high schools.

If the school's real job is to do all it can through education to make young people healthy and physically fit; to make them good citizens in every sense of the word; to make them self-supporting and efficient producers in the home and in business; and to enable them to participate in and enjoy wholesome forms of leisure activities, then the school had better organize itself with an eye to the accomplishment of these very things. The complete achievement of these purposes will require many changes, none of which is more important than the redesigning of the high school into a purpose-organized institution.—*The Education Digest*.

Mobilization of Community Counseling Services for Youth*

DR. STEVENS:—We are dealing with a matter that is of such vast importance for the well-being of our society and the happiness of our citizens of tomorrow, that we would be less than imaginative if we were to fail to sense something of the drama and the dynamic vitality of the ideas which have been presented and the possibilities which they have revealed. Tonight our fundamental purpose is to try to put power into our conversations that we have been having long before this conference and during this afternoon.

We attempted, in planning this conference, to cover those aspects of the guidance of youth which might be effectively related to the status of the youth in society at the present time. We had to deal with the problem of guidance of the in-school youth—boys and girls who, for the good fortune of society, were still in some kind of school. Then we had the problem of the out-of-school youth—the youth, whether he was of legal age or not, or of the age at which it is difficult for him to work, but who is not under the supervision of the school and is more or less in that experimental period of early maturity when he is developing his own vocational, social, personal, and, in some sense, moral attitudes.

Then we had a panel that attempted to define the relations of the school, as an institution of social control, and the employer—the employer representing another institution of social control that we would call business and industry, but again these were instruments used for the good of the individuals and the good of society.

Finally, there was a panel on the source of occupational information that could be used for a basis of vocational and industrial guidance that would facilitate the placement of individuals at work, that would be again a source of social control for those in the guidance and counseling business.

It was our hope that as a result of each panel discussion there could be a definition of the basic problems that were discovered existing in the particular field, and secondly, that there could be some recommendation that could be presented to this particular group for discussion and analysis, and perhaps in the long run for acceptance or rejection.

I think the best way to bring the efforts of this panel discussion before all of us would be to raise some fundamental questions with each member of the panel. Each member of the panel will attempt, in answering that fundamental question, to give a basic statement as to what appeared to be the crucial problem and the crucial tentative solution presented during the afternoon. Then after we have covered these major problems and solutions, we

*A report of a panel discussion at a one-day conference held by the Saint Louis branch of the National Vocational Guidance Association. The following persons participated in the discussion: Dr. Samuel N. Stevens, President of Grinnell College, *Chairman*; Miss Mary P. Corre; Mrs. Marguerite Zapoleon; Eli Cohen; and Dr. Carl M. Horn.

will entertain the questions which you have been stimulated to ask but perhaps did not get the time to ask.

We will begin on the panel on the in-school youth. This was conducted by Miss Mary Corre, and I would like for Miss Corre to make a statement such as I have suggested. Miss Corre, what did you feel came out of your presentation and the discussion which followed, that crystallized the central problem of counseling as it affects the in-school youth?

MISS CORRE:—Some questions were submitted to our conference this afternoon, and in answering those, certain principles were suggested which perhaps ought to be brought out at this time:

The need for integrated guidance of the entire school program.

The importance of training for those who were to do the counseling.

The importance of a co-ordinated school personnel program so there would not be an overlapping of services.

The importance of the principle that counseling must be a process continuing with a child throughout his school life, and that the load of the counselor must be such that it makes it possible to do an adequate job.

The importance of a background of information for a guidance program—the importance of a good program for dissemination of this information both to teachers and counselors and to the pupils themselves. The means of studying the individual within that program would be adequate records and tests.

The importance of individual counseling, of a school program to make it possible for unusually gifted children to continue with their education, and a placement program somewhere in the community for the young people.

It was emphasized that all this is tied up with the basic problems of the curriculum and the type of curriculum, whether it is a curriculum that meets the needs of the children, and the importance of a very close tie-up with the community services. With that as a background, we discussed some very pertinent suggestions which might be used by whatever committee is concerned with the guidance problem in St. Louis.

The group suggested that first of all there perhaps should be a small committee in each school, which would consider the problems of that particular school and be ready to make recommendations as to the type of guidance program within that school that would best meet its needs. The group also suggested there should be a city-wide co-ordinator of guidance whose chief responsibility would be to co-ordinate the program for the city schools as a whole, with a co-ordinator in each school. It might be a teacher who was also a counselor but had more time than other teachers; it might be the chairman of a committee; or it might be some one designated as a counselor who would be responsible for co-ordinating and tying up the program for the school.

Much more should be done by teachers. It should be possible to release teachers, giving them free time, giving them smaller classes, and fewer classes to teach, so they might be concerned with the guidance of some pupils.

It was suggested that the curriculum should provide opportunities for group guidance, and discussion of guidance problems. The importance of guidance preparation in teacher colleges and for the teachers within the school system was emphasized. Special services are needed to augment the counseling services such as schools and colleges, and other school services, and the guidance program for the school system should definitely be tied up with the community resources and the family.

DR. STEVENS:—We have started off with a big order. However, if one of the first problems the school faces is a budgetary problem, I should like to get the reaction of some of our panel members to this question: Recognizing that guidance is expensive if it is well done, what are the evidences that might be sought which could be used as persuasive arguments to those individuals who control the community's pocketbook? This is, to me, a very fundamental issue.

At Grinnell, I have sometimes said to the trustees, "We have no problems here that money would not solve." I do not believe the situation is quite that simple as far as guidance is concerned, but is it not true that one of the first problems that confronts us is the presentation of basic, social and economic arguments that would provide the means for a sound guidance program? Mr. Horn, what has been the experience in towns like St. Louis with which you are familiar, where good guidance programs have been established? What facts have been found to justify the expenditure of this money?

MR. HORN:—That is quite a difficult question to answer, and, as far as I know, I know of no community that has adequately financed the guidance program to provide the kind of services that many of us believe in. Perhaps I might preface what I say by an alternative, and then tackle the problem of how we are going to get more money.

The first thing to do is to study and carry on research which will do the thing that Dr. Stevens has mentioned; that is, prove the value of guidance. It has already been proven in business and industry, but the trouble is we are not compiling the evidence. We know it is good, but we have not the statistics to show that it is paying out in dollars and cents. That is something I think we should do immediately now in the schools, as was pointed out in our group. We need to convince not only the administrators of the value of guidance, but we have to convince the schools, the teachers, and parents in the community, the industrial leaders. Then I think we can make progress in this way.

I think we have to evaluate what we are doing, and if we can have a true evaluation of the program we are carrying on in our schools, and if we evaluate the program in terms of the needs of boys and girls, we will have evidence to show that even though we do not have any more money, we must find more personnel and more time for guidance. That is a start. I have seen many communities start in that way. The youngsters will say, "This is more important than many things we are getting in our classes."

We have made a survey in one of our high schools of the problems bothering high-school students. We received over 800 problems, and we found the school was helping them on only a very few of those problems. So we said, "If these are the problems bothering youngsters, and we are not meeting them, we shall have to do something about it."

I agree we have to get more money. We have to get more money for education as a whole. I do not know how it is in Missouri, but in Michigan we have continued to make an economic problem of education. How can we get along with the money we have or even less money? But this year we went to the Legislature with a program, and asked them to pay civil service salaries—the same scale they were paying in government.

I think here is the place that the leaders of business and industry can help us out. If you men from business and industry say that this is important, and say, "We want this thing done in our schools and we will help you get more money for the schools," this is the thing we have to do.

I do not know the situation too well in St. Louis. I do not know about your budget. It is peculiar if you have more money than you know what to do with. I should say we have to do the same with this guidance business that we have with other kinds of programs—we have to get more people to believe in it—parents, teachers, associations, and others to say, "We want this in our schools," and see to it the money is provided.

DR. STEVENS:—I should like to make another suggestion—if some money were suddenly made available for the best guidance program we knew how to create for St. Louis, I predict there are not enough trained counselors in Missouri to staff that program for the city of St. Louis. This may seem to you to be an extreme statement, but it is rather interesting to me to observe that one of the fundamental recommendations of his panel was that more attention be paid to the problems of guidance in the training of teachers. One of the reasons why better guidance has not been done, and one of the reasons why administrators of public school systems have been relatively indifferent to guidance is that teacher training institutions have given teachers themselves very little awareness of the nature of the problem or the techniques by which it can be solved.

We might very well consider two things in relation to this problem—first, what type or what method of procedure could be most usefully employed to awaken the teacher training agencies of this area to the importance of more systematic guidance preparation; or to put it in another way, what is our task, if any, in bringing this particular weakness clearly before the attention of the teacher training institutions?

Miss Corre, what is being done in Ohio in regard to this matter?

MISS CORRE:—We have been discussing this whole problem with our state Department of Education. We are hoping that somehow—it has not been tried out yet, but I think it is a possibility—that it may be a definite require-

ment for teachers that they shall have had some training and some work in the field of guidance, and the methods or the guidance point of view. I think this is one way to reach it.

We also have a certificate of counselors, and that has brought it to the attention of teachers who realize such training is required.

May I add another word about an interesting program in the New York schools—a plan whereby capable, well-trained counselors have, working with them, teachers who are assistants to the counselors, and during out-of-school hours and during the summers have added much to their training and experience.

I should like to summarize briefly the basic recommendations that came out of this panel:

The *first* recommendation—emphasis on the need for stimulation of our teacher training agencies in the strengthening and enlarging of the counseling and guidance preparation of teachers.

Second—the recommendation that school administrators, principals of the local schools, should find some way of releasing some teachers, who have the greatest interest and impulse to do something in this field of guidance, from some of the teaching responsibilities with which they are faced. In other words to make a start by taking the persons most interested to do guidance, and giving them an opportunity to begin, even though a broad city-wide program had not yet been developed.

Third—the third important recommendation was this—that the school and guidance division of the Division of Public Education recognize the need for the integration of the high-school guidance program with the community agencies which in themselves function in areas of guidance, and serve also as instruments of social control. And here in the background of this recommendation was a statement not formally acted upon that some over-all agency for the co-operation and stimulation of the counseling and guidance program should be developed.

I should like to conclude this panel with this comment—it is natural for us to fall into the error of thinking of guidance and counseling as being exclusively vocational. Yet this is far from the truth. Boys and girls who come into our high schools bring their homes with them. They bring all the maladjustments that are all too frequently found in many home situations. They bring the evidences of the presence or absence of discipline along with them, and the personalities that are being formed by the pressures of their environment. Many of them need the kind of guidance that comes under the heading of sound mental hygiene.

Let us not forget the place of the specialist in the guidance program. It is the specialist's place to deal with the specialized elements of the situation, whether it be the placement of an individual boy or girl in a particular industry

or business, or the determination of the kind of program they should take in high school, in terms of their larger objectives.

The counseling program would economically justify itself in three ways: First of all, from the community point of view, it would eliminate the social cost of mental maladjustment which is usually the background for delinquency and unsocial behavior on the part of young boys and girls. I think the savings in this way alone would more than justify the expense.

The second would be the more efficient placement of boys and girls in work. The uneconomical loss of unemployment and the expense of vocational maladjustments are very large. Employers are becoming aware of the fact that it is dangerous to employ anyone these days because if they have to be laid off, unemployment compensation is a responsibility shared by the employer. High turnover means high unemployment costs. I think through better counseling you will have an economy saving that industry could pay for too.

Third, economy is to be found in the greater earning potentiality of the individual who is better adjusted to his job and to his place in society. This has been demonstrated. He will have a greater terminal earning power for his working life than the individual badly placed, inadequately trained, or badly maladjusted.

We are grateful to this panel for this contribution to our thinking of what we can do.

DR. STEVENS: — Mr. Cohen's panel discussion was one of the most difficult problems of the entire conference. He dealt with the out-of-school youth — boys and girls who drop out of school before they are graduated. A recent study showed that of all the boys and girls who started high school, only sixteen per cent were graduated. What happened to these boys and girls between the time they started to school and the end of the four years when they normally would have been graduated from high school? They are either social or economic liabilities.

It is not entirely accidental that minor misdemeanors, such as window breaking, minor thefts, and disturbances, reach their maximum in the month of August. That is the period when the boys and girls who are accustomed to going to school run out of things to do.

Between the ages of eighteen and twenty-two are to be found the young men and women most likely to get into difficulty with the law, largely due to the lack of discipline which improperly guided time produces. We present in summary this problem of the out-of-school youth, the mechanisms by which we could get information on them, and the recommendations of the panel.

MR. COHEN: — In the panel on out-of-school youth, the first problem which faced us was the apparent lack of interest on the part of the out-of-school youth to plan their career in the inevitable reconversion of the postwar period. The problem we considered was how to reach these youth with this lack of interest.

It was suggested that this is one area in which a study might well be made in which labor and industry might participate, to work with the other agencies interested in the problem.

We discussed the problems of the youth out of school, who are now employed, and whether or not they should return to school. We discussed their unrealism to opportunities and wages after the war, and their inadequate preparation to take their place in the world of work in normal times. We felt that the principal problem was the apparent tendency on the part of youth not to be concerned or to be worried about the fact that they were going to have a problem. Some actually wonder if they are going to have a problem.

The second consideration — we need of necessity to be concerned with factors relating to the direct service job. No matter how well trained or well skilled we may be, if as an organization we did not help in creating some of the consciousness needed, if we did not exercise some of our scientific skills, then we would not have done this job properly. What I mean is the social engineering job.

We, as counselors, must be concerned in future employment, decent standards of work, elimination of hazards, and problems of minority groups who are, unfortunately, discriminated against. If we can help achieve some of these objectives, then we will be operating under conditions that by no means will be optimum for the realization of our schools in their objectives.

Third — community organization for vocational guidance services for out-of-school youth. We discussed the general principles as to whether it might be more effective to set up in St. Louis a referral center by which individuals seeking help and guidance service might be referred to the appropriate existing agency. Or whether it might not be more advisable to set up a central organization where all out-of-school youth seeking guidance service might apply. Of course, we reached no agreement on this. If I were to count noses, the census seemed to favor the referral type of organization.

The relation of this problem was to consider the responsibility of the school to the out-of-school youth. The school's responsibility was stated in these terms:

We felt that the school should be responsible for the keeping of the anecdotal and cumulative records, test results, observations about adjustment, and related data, which might be turned over to the agency.

Schools also have a responsibility toward sensitizing the youth toward the world of work. The school is responsible in initiating the process of counseling and guidance.

We also discussed criteria for giving guidance to high-school youth. These are some points which were made:

The feeling that we need a highly qualified, skilled, professional staff; we need specific information. Some of us were aware that in our concern for the general guidance of individuals, we lost track of the specific vocational guidance needs.

Our vocational guidance program needs to be specialized by relating the organization to various other services in the community, where the individual might be referred to complete his adjustment. There was a feeling that youth and adults could be served in the same agency.

We should study the need of the out-of-school youth for the most effective means of sponsoring such program that might be developed.

DR. STEVENS: — In dealing with the out-of-school youth, here as in no other age group we realize the need of integration. After all is said and done, the persons most likely to contact the out-of-school youth are his family, his place of work, and the police. The police will contact him if he is in trouble; his employer is in contact with him if he is at work; and theoretically, his family will be in contact with him if he is not at work.

The agencies contacting him will be the USES, labor organizations with which he may or may not be identified, the various guidance functions within the agency, and the social control agencies. There is much need to study understandingly the integration of the whole group. Some over-all plan of "engineering" counseling is a very wise suggestion.

We have been talking about facts. It is perfectly obvious to all of us that we cannot go very far in giving guidance without facts. One of the most difficult types of facts to get and use are those which come under the general classification of occupational information. The nature of jobs, the frequency of jobs, the ratio of employment, the upgrading of jobs in technical situations, the movement of labor—all of these things are absolutely necessary for good guidance for the individual in school or out of school.

This conference is extremely fortunate to have the services of Mrs. Zapoleon. I am going to ask her to summarize her impression of the discussion of this problem and how we might best meet it here in St. Louis.

MRS. ZAPOLEON: — I think if I tried to cover all the resources which came out in our meeting today, I would have a very difficult time. We were lucky enough to have some representatives of the Federal agencies as well as some of the local representatives of organizations which can make available to us occupational information.

First of all, the type of occupational information needed in counseling. Roughly, there are three types. One is the over-all picture of the community and the relationships of these occupational groups, so we know which are the important occupations in the community, which are the occupations which absorb large numbers of the boys and girls when they leave school. Then we need to have detailed information on particular occupations—the type of thing represented by the NVGA monographs in which is outlined the history, earnings, hours, work hazards, duties, license requirements, and other facts. The third is related to the first two types—keeping the information up to date, studying trends, both the over-all pattern and in particular occupations themselves.

Then we have occupational information that gets over into other areas. We like to relate occupations to aptitudes, we like to relate occupations to training courses so that those in school can tell young people what are the outlets. In addition to discussing the need for information, we did discuss the variety of sources. We discussed Federal sources of information, and the availability of Federal information on the national level and the local level. We were fortunate to have someone from the Federal Reserve District, and the War Manpower Commission present with us.

We need not only national information prepared by such commissions, but also we need to check that information with the local situation, for we may find that the local situation is quite different from the national picture. We decided it was important to check what information was available on a national, state, or local level from a routine point of view. Not only does this occupational information need checking, but it is very important for those using this information to have the experience in gathering information so that they may know the disadvantages of using that information. I know of no better way to realize that occupational monographs may become rapidly out of date than to engage in the preparation of one on a local situation.

After enumerating the sources of information at the national, state, and local level, we discussed the need of co-ordinating the information that is already available in the community. Co-ordinating needs to include, first of all, those who need information in counseling. Counselors need to get together to decide what is needed most, then they need to bring together all the people who can supply this information. There may be other counselors; such as, planning committees in unions. This information might be secured from employers, labor statistics, Federal boards, and organizations that have information gathered for a definite purpose which may be re-worked.

Bring together information; bring together people who can supply us with research on personnel. Sources may be the school which has a research division, the War Manpower Commission, the Red Cross, and occupational analyses of universities and colleges. They may also include foundations as well as colleges and universities who have graduate students interested in socio-economic problems which will add to the local information. I am sure it would be a worth while and an illuminating project. We need a committee or co-ordinating group which will bring together these three groups, formulating all occupational information which may be useful in counseling.

We need a central place to which these groups can come to talk over what needs to be done, to get together, to share the work involved. I mentioned before the importance of the participation of those who are going to give occupational information; the importance of teachers, personnel workers, and counselors having the knowledge of the industries in the community.

Lastly, we agreed in spite of the information available, in spite of co-ordinating efforts, that there had to be a lot of hard work on the part of the

individual to bring together occupational information and to re-work it and prepare it in a form which would be useful in the counseling process.

DR. STEVENS: — You can get some idea of how difficult it is to keep every-one up to date. It is obvious from this study that in this community there are many sources of information, but the information is not integrated or made available to counselors so that they can use it. Here is a large task that can best be met I believe again through the development of a planning committee which would utilize whatever existing facilities there are for the bringing together of data that might be put into usable form as some basic project of a university or board of education. The funds might be found in the community whereby whatever counseling there was would be integrated. This would then be made available to the high schools and other counseling agencies. I think of few things more important than getting this kind of information and keeping it up to date.

We here recognize that the well-being of our youth is the responsibility of everyone. In an earlier day, industry and business devoured its youth. With all due respect to the tremendous achievement of private industry and business, the history of our growth in this country is the history in many ways of unenlightened greed and unsocial exploitation of men, women, and little children, and it is to our national shame in my opinion that it took catastrophes of one kind or another to make industry aware of the fact that it was not economically sound to exploit men, women, or children. It took a Civil War to crystallize to the planters that slave labor was unsound, and it has taken catastrophes of one kind or another to prove to industry that it is not desirable to exploit men and women with unfair conditions, rates of pay, and labor relations, and it has taken the Federal government and a tremendous amount of work on the part of important groups to eliminate child labor.

Perhaps no social institution has quite so large a stake in guidance as industry and business itself, and of course many of the most enlightened managements are going farther than the schools themselves in the development of industrial counseling for workers, young and old. We are happy indeed to hear a report now from Dr. Horn, who has been unusually privileged, coming into contact with the very dynamic situation as it exists in the State of Michigan, where industry has had such tremendous needs, and where management has gone farther in developing sound counseling plans than in any other part of the country. He has been in the position of bringing industry and the schools together, co-ordinating, and, in some instances, definitely directing the program of integration. Their panel discussed the problems of guidance as it affects business and industry. We now hear from Dr. Horn.

DR. HORN: — Every time I hear someone talk about what we are doing in Michigan, I think I should go back and find out where it is. Actually that is the reason I leave Michigan. That is the reason I visited some of the industries here in St. Louis.

In our group we started out with the problems and the needs of youth, and we immediately got into that area of, "How can we better understand youth?" Someone suggested we ought to capitalize on what is being learned about the use of aptitude tests in the Armed Forces and in industry, and we agreed that was important, but that was only a part of the picture. Then we talked about other kinds of information, and I pointed out that I visited one of your industries here just this morning and I saw better records in that industry than I will find in almost any school in Michigan. I remember one very well, in particular. An individual was up to be fired. The question was gambling. In the descriptive report of the individual was reported the fact that four of them were found shooting craps in business hours. It was said that the one who was being convicted not only had the dice but had all the money of the rest of the fellows.

I do not know whether we can find that in our school records or not, but I did go into a small school in Michigan and talked with a superintendent. He said, "Yes sir, we have records," and he pulled out a folder. As he opened it a rock fell out. The rock was part of the file.

We did agree that industry could do something for us in pointing out the need for keeping records, and indicating that they would use the records if we would keep them, and that we could learn from industry what they would like to have us keep in the records.

Then we moved on to the area of what can industry and business do to help the schools in the field of occupational information. It was agreed that there were a number of specific things they could do. One certainly in the postwar period, if not now, was not only to encourage schools to bring youngsters in to visit the industry, but also to bring teachers. Along that line we did not discuss a program, but I think it should go in as a specific recommendation from the St. Louis area.

About three years ago I visited the Chrysler Corporation, I learned they were going to let a group of Detroit counselors work there that summer to get first-hand contact with the business, I got to thinking, "Why could we not capitalize on this as a plan for guidance training?" I went back and talked to the Corporation. I outlined the plan which involved co-operation with the teacher training institutions and the counselor training program in the summer. The hard job came to convince industry on the idea of having a group of people signed up for a class in industry, of all places. This class was to work on machines, have related training and get credit for it. It took a long while, but we sold it. That summer we had seventy people. The next summer we had 156. Last summer we had about 350 teachers, counselors, superintendents, and principals from probably 20 or 25 states.

Your state supervisor of guidance here in Missouri visited the program. He thought it was a good idea. He returned to Missouri and, as a result, a program was instituted in Kansas City. I submit to you that St. Louis is the

capital of Missouri. You ought to have such a program right here in St. Louis, that Washington University and the University of Missouri, and I presume St. Louis University, all could co-operate, for we have all of our teacher training institutions co-operating on this project.

I should like, as a result of this meeting, to see a similar eight-weeks program in the summer. Students in this class would work 40 hours on machines. They have 8 hours of related counselor training, which involves interpretation of industry and business to them as well as counselor training received in industry. These persons get approximately \$190 a month and 4 hours of credit.

Another specific is that of getting better counselors by giving them the training in our teacher training institutions. I was almost shocked to hear one good man from the University of Missouri state in public that they were not doing a very good job in the University of Missouri. He said, "We ought to be doing it, but the only way we are going to get it done is by exerting pressure." That throws it right back in your laps as industrial leaders, as business leaders, and as educational leaders.

At least four of us here spent a week in Chicago where representatives of thirty-one teacher training institutions and fourteen state supervisors of guidance studied the problem of counselor training. Out of that conference we came to some very specific recommendations. I think you can help bring into being some of those recommendations in the St. Louis area and in other parts of Missouri.

Now, I think the most significant recommendation was the one that came near the end of the discussion group and was voted on and unanimously approved. That recommendation was that this group recommend to this general conference that they bring into being, if it is within their power, an advisory council, perhaps starting with a nucleus of people drawn from this group. This council would study the problem and recommend ways and means of developing an advisory council that would work not only on the problem of helping business and industry and education get together on a better program of counseling, but would work on the total program and problem of counseling and guidance for the St. Louis area.

The parents' problem came in for some discussion. I know there are people who say the parents are being pretty well taken care of. That is not true in most places because of a lack of co-ordination of services. The Bridgeport, Connecticut, program is a model to show. I think we have 135 communities in the state of Michigan with either part-time or full-time counseling services aimed at the parents, also serving other adults. We do not have a program as good as Bridgeport.

The insurance men got together and elected their own representatives, and they have counseling; the bankers, the medical profession, and other groups have all done this. They have solved the financial problem. When they set up

this service they said, "Here is \$50,000 to start. There is more if you need it. Why? Because we realize you have a big job to do for the parent, but we have just as big a job to do with you."

I know somewhat of your St. Louis situation. I do know you are in the process of setting up a referral center. I hope it will be well co-ordinated with the services you already have, such as your excellent Red Cross Counseling Services. I think it is probably desirable to call it a referral service, because no service should be set up that replaces existing services.

I hope the recommendations—two specific recommendations—are carried through to action. First, that you somehow or other get in this St. Louis area your own co-operative counselor training program in which the teacher training institutions and business and industry co-operate in a summer program. I shall not be satisfied personally in Michigan until every teacher—and I do not say every counselor, I say every teacher—elementary, secondary, as well as every counselor—is required to have one term of experience other than teaching, something of the type already described here.

And the other recommendation—I do hope you will put into action some sort of advisory council of business and industry—and I think we must have labor in that and social agencies and others interested. Then I think you will be able to have in St. Louis the best guidance program that can be found in the United States.

DR. STEVENS:—That is a very great challenge, Dr. Horn. I would like to add one supplementary comment to what Dr. Horn has said. In his closing remark he said he thought it was imperative that organized labor be included in this planning council. In England where the labor movement has become more highly specialized than it is in this country, by far a larger portion of vocational guidance is done by the specialist in the special agencies connected with the labor movement in England than by any other single agency. The vocational schools, labor colleges, placement centers—what they call over there "Occupational Diagnoses"—the development of the use of co-operatives, all are an integral part of the counseling services which organized labor in Britain has rendered the country.

In this country, we also have some that have recognized this as a great need. The garment workers in New York have some very interesting programs, which give a worker guidance he could not get from any other source. Here the opportunity that faces organized labor to serve its own and supply all kinds of sound educational and vocational counseling, is tremendous. It will be vastly better for labor and for industry to "lie down together," so to speak, to work co-operatively for the common good, for the conservation and development of our youth.

We have gone this far to summarize the findings of the conference. I am going to ask Miss Corre to answer the question that has come in to her. This

question is, "How specific should vocational guidance be for high-school students?"

MISS CORRE: — We are assuming the person is wondering whether or not we ought to encourage a high-school student to narrow his choice to one occupation. It seems to me it depends largely upon that child's plans and a great many other things about him. How soon is that student going to have to be specific about his occupation? If he is sixteen, is he going to have to go out at sixteen and earn his living, is he going into the Armed Services, or can he go on for a longer period of college? It seems to me wherever it is possible, particularly with younger children, it is important to help them get a broad overview of occupations, to open their eyes to many opportunities and help them see themselves in relation to these opportunities—help them grow in terms of more than one field, not specifically relate themselves to just one field in which they might hope to be.

Our group of school students were discussing occupations. They were talking in terms of their "first-choice job" and their "fall-back job." It seems to me it is time not to discourage young people in their dreams, but help them to be realistic—that some of these can materialize—and they will want something in which they can earn their living. So much depends, there again, on how much backing the child has for another period of education. Whenever possible, I would avoid too early a choice, but would not avoid helping him see the importance of business and interdependence, and see in which of many of these he might be able to serve best.

DR. STEVENS: — Can counseling services succeed if we do not include industry, business, parents, and social service agencies all in a program? Can it succeed if one institution attempts to do it alone?

DR. HORN: — I think we have already expressed ourselves on that. However, I might state that in setting up the veterans' counseling service in Michigan and in other states, any organization or agency interested in the welfare of youth has the right to have representation on a local counseling service. So that even in a community of 10,000, there will be as high as 100 members on the counseling. Of course, that is not functional, so that it is necessary to set up a committee of up to fifteen which really operates the program. I think that is absolutely sound.

There seems to be a need to capitalize on work experience for youngsters and a great deal of discussion was given to that subject. I am afraid in the postwar period we will lapse into the old way, and youngsters will not have any work experience. We who believe in that will see that work experience will become a part of our high school—that credit is given for it—that work is of an educational nature—that, if we can't find opportunities for all of them in industry and business for paid occupations, we should expand the opportunities for work in community and civic projects, but more than that, educating parents to work out opportunities in the home.

Perhaps it doesn't happen in Webster Groves, but it happens in East Lansing, Michigan, that parents do too much for children—that the “old man” shovels off the snow, that mother does the dishes and lets Mary go to the dance. We are not really fitting children for work. I cannot agree with the implication that only those on the farm and those in 4-H groups can have work experience, that there are inadequate opportunities in an urban community.

DR. STEVENS:—In relation to lack of interest on the part of young people, would it be better to make parents conscious of guidance services than to interest the youth?

MR. COHEN:—Obviously the parents have an important part to play. The out-of-school youth has a close relationship to parents, the church, and even the police. The question specifically says “would it be *better* to make parents conscious” than to rely on youth. I would say *no*. This must be felt by youth. The principal experience we have had with parents is the desire to make the choices for youth. On many occasions, the parents have proved to be positive menaces. The parents have a role, but it would not be better to “pass the buck.”

DR. STEVENS:—The second question is related to the first. What influence has the lack of apparent value of human life and the outlook of those called into Service had upon the preponderant absence of responsibility?

MR. COHEN:—I would first say that I do not completely agree with the basic assumption. It is true, of course, that many youngsters face the prospect of Service and they “don't give a damn.” But that group constitutes a minority, I think. We find that there is considerable interest. Personally, I have participated in a pre-induction program where they are interested in occupational opportunities in the Army and how they are related to civilian life.

I think, on the contrary, that the lack of apparent value of human life has had a rather constructive effect in the sense that some of our boys have tied this up with the realization of what they are sacrificing for to the extent they realize they are striving for a better life. The tragedies of today have given them a grimmer reality of a better way of life.

DR. STEVENS:—How do you evaluate the effectiveness of your guidance and counseling technique?

MISS CORRE:—Before answering this, I want to mention the very enthusiastic approval Dr. Horn's course received in Cincinnati. It is the most interesting development I have known anything about.

Mrs. Zapoleon, in summarizing her panel, mentioned various people who had made contributions to information on the occupational program. We have given up our occupational information program. We may have a coordinator of occupational research. We have need for a committee on household arts, various industrial arts, and commercial subjects, so that we could

keep in close touch with the way the young people were using this information as they went out into employment. It would make for a much "liver" curriculum.

We are very weak on this question of evaluation. We have tried to meet this in several ways. If we help young people make a choice, we make studies to see if they have gone out to work successfully in this field. We have also made a study of failures—studying a group of youth without counseling, and another group entering with counseling, following through to see whether those choices made for reduction in the number of failures. That is one way of selling counseling to the board of education, because it is much better, instead of having extra teachers teaching a class of failures, to have that teacher's time given to counseling service to prevent those failures and maladjustments.

We have made a number of studies of aptitude tests to see how valuable those have been in the choice of subjects. We hope to see how valuable they have been in the choice of an occupation later on. We have given aptitude tests to those going into stenography, and placed into a special group those particularly qualified. We found that this group was able to cover twice the ground and was infinitely better prepared for better jobs upon leaving school.

The cities where they have done the best follow-up are Minneapolis, Boston, Providence, Philadelphia, and Baltimore. Those follow-up studies and appraisal studies are very expensive. I am very much concerned as to how you are really going to do it. How are you going to prove anything about it? What other influences have come in? How much credit can the school and the counseling program take? How are you going to measure what has been accomplished? How are you going to say how many jobs and what degree of success have been brought about by counseling? And how do you measure success? Is it from the amount of money one receives? How are you going to evaluate all of these things? It takes a very adequate program of research, and a great deal more money than Cincinnati, incidentally, happens to have.

DR. STEVENS:—And Cincinnati is one of the largest towns in the United States.

Now, Ladies and Gentlemen, the conference is coming to an end. It is now 9:30, the time at which we agreed to stop. Three things impressed me as I tried to pick the big factors out of these meetings, which I should like to leave as basic points of reference which we shall not forget:

First—There is almost unanimous agreement that if youth is to be served by the community in such a way that it can better serve the community, there must be more and better guidance.

Second—There is a crying need for systematic, social engineering in relation to the development of the sources of information, integration of service agencies for guidance, and the over-all co-operation between the institutions of social control—church, school, home, industry, and business—which can

make use of the results of guidance. Here is a matter of social instrumentation that will require considerable thought and much study.

The *final* thing that has grown out of this is the opportunity these discussions will create in the public and private educational systems in this community. The public school system has received a challenge to make guidance more simple, more uniform, more universal, and more continuous. The institutions of higher learning have received a challenge to interest themselves in this important task of training of counselors and have been given a mandate to go into the highways and byways, in industry and business, and say, "We stand ready to use our best brains to find training in this matter and will develop the kind of realistic program by which the schools and service agencies in the community can have better trained, more adequate counseling personnel."

If nothing else came from this meeting except the consciousness of these three things on the part of this number of people, the meeting would be worth while. But I am convinced there are enough people in this room who have the will to do something about this matter; that they will catch the spirit of this meeting and give leadership to the impulse which we all have.

A Large Order for Classroom Films

WHAT is probably the largest single order for classroom teaching films ever to be purchased by a nonmilitary organization in the United States has been placed with Encyclopaedia Britannica Films, Chicago, by the State of Virginia for distribution among the public schools of the state. This order was placed for a total of more than 2,800 Britannica classroom films made up of both sound and silent subjects. With these and a number of additional subjects purchased from other classroom film producers, Virginia schools will become among the best equipped in the country in the field of motion picture visual education. Behind the Virginia purchase lies an unprecedented appropriation of \$1,112,000 made available by the state legislature last July 1, allocating to each school division in the state an amount equivalent to two dollars per pupil for visual aids. These will include not only films, but projectors, screens, and other components of motion picture screening, and maps, slides, and other visual materials. Governor Colgate Darden, one of the principal supporters of the new visual instruction program, has also announced that the state will attempt to make electric current available to each of the Virginia's 2,000 school buildings now without it.

About three years ago a survey revealed that Virginia, in comparison with other states, was near the bottom in her financial support of public education. The state's high-school graduates, for example, in taking standard achievement tests fell much below the median scores for the country. Deficiencies revealed by the survey led to the recommendation to the state legislature of a six-year program of increasing financial support to the educational institutions of the state. This year, the legislature also appropriated \$4,000,000 to increase teachers' salaries during the ensuing twelve-month period.

U. S. Merchant Marine Academy Examinations Open to High School Seniors

YOUNG Americans desiring to pursue sea-faring careers as officers in ships of the U. S. Merchant fleet will have the opportunity of competing for appointments as Cadet-Midshipmen, U. S. Merchant Marine Cadet Corps, on April 3, 1946 when competitive examinations will be conducted.

Successful candidates will receive a four-year course covering all subjects, both academic and practical, necessary for a successful career as a ship's officer. The course covers one year as a Fourth Classman at a Cadet School, located at either PASS CHRISTIAN, Mississippi, or SAN MATEO, California, one year as Third Classman in merchant or training vessels, and two years as Second and First Class at the U. S. Merchant Marine Academy at KINGS POINT, New York.

Cadet-Midshipmen, USMMCC, receives \$65 per month from the government at the Cadet Schools and the Academy. They are required to deposit \$150 and possess \$25 spending money at time of entrance. The cost of uniforms, books and equipment (totaling about \$275) will be deducted from the Cadet-Midshipman's deposit and pay. Presently, while in training as Third Classman aboard merchant vessels, they are paid by the ship operators at the rate of \$82.50 per month. Quarters and subsistence are furnished.

A graduate of the U. S. Merchant Marine Academy is qualified for a license as Deck or Engineer officer in the U. S. Merchant Marine and commission as Ensign, U. S. Naval Reserve. Cadet-Midshipmen of the U. S. Merchant Marine Cadet Corps hold concurrent appointments as Midshipman, Merchant Marine Reserve, U. S. Naval Reserve, and must complete Naval Science and Tactics courses as prescribed by the Bureau of Naval Personnel before graduation from KINGS POINT.

The basic requirements for appointment are listed below:

Be a male citizen of the United States, native born or naturalized at least 10 years prior to the date of filing application.

Be unmarried.

Be not less than 16½ and not yet 21 years of age.

Have the following high school or college credits: 3½ units of mathematics (including 1½ of algebra, 1 of plane geometry and ½ of solid geometry of trigonometry), 3 units of English, 2 units of science (including 1 of physics), 1 unit of United States history, and 5½ units of optional subjects.

Take competitive scholastic test.

Pass physical examination for appointment as Midshipman in the U. S. Naval Reserve.

Possess a firm desire to pursue a career as ship's officer.

Applicants presently in high school who do not possess the required scholastic units on date of submission of application will be permitted to take

the examinations if they submit a statement signed by the principal of the school certifying that they are scheduled to be graduated in May or June and if they pass will have the units by that time. All candidates are informed they will not be ordered to report to Cadet Schools until July 1 thus permitting them to receive their diplomas from accredited schools.

Ninety-two per cent of the 7,000 graduates of the U. S. Merchant Marine Cadet Corps and its Academy at KINGS POINT are serving as officers of ships. Of this number, more than 1,700 graduates are on active sea duty as officers with the U. S. Navy and 4,800 are officers of merchant vessels.

Full information and necessary application forms may be obtained by writing to the Supervisor, United States Merchant Marine Cadet Corps, Training Organization, War Shipping Administration, Washington 25, D. C. Completed applications and supporting papers must be postmarked not later than midnight of March 1, 1946 in order for candidates to be considered for the 1946 examination.

Streamlined High School Courses Open to Veterans

EVERYTHING from trigonometry to botany twice as fast as the regular high-school schedule! That's one of the opportunities open to veterans in a broad new contract between the U. S. Veterans' Administration and Pittsburgh, Pennsylvania, Public Schools. Veterans may select their courses from a wide variety of academic subjects and vocational-industrial fields. The program is arranged to fit the courses to almost any conceivable work situation. Both day and night classes are offered—on a full or part-time, accelerated or nonaccelerated basis. Under the accelerated arrangement, it is possible for a veteran to complete the regular four-year academic course in just half that time, or any part of it at the same time-saving rate.

The program begins February 1, 1946, with opening of the spring semester. Applicants must secure transcripts of previous high-school work and present them with their military records. It is designed for veterans desiring credits or refresher courses for entering college or training for industrial work. Academic day courses on the accelerated basis will be offered at Taylor Allderdice high school. All city high schools, along with Schenley night school, will offer the regular nonaccelerated program.

Vocational-industrial courses, both day and night, will be conducted at Connelley, Allegheny, South, and Washington Vocational high schools. These will be available on a full-time or part-time basis. Special tutoring classes, similar to a system in effect in Philadelphia, Pennsylvania, will be used to help the veteran. There will be approximately 12 in each class, for which Uncle Sam is to pay the schools \$35 monthly per man. In the case of nonresidents, the \$15 monthly fee will be paid by Uncle, too. Dr. G. D. Whitney, associate superintendent of schools, stated the contract is nonprofit making and "fees will merely cover costs of teachers' salaries involved in the accelerated courses." Another concession to veterans is the waiving of the 21-year age limit.—*Pittsburgh Press*, December 30, 1945.

What Is the Greatest Drawback in School Guidance?

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GUIDANCE, except required educational guidance, in most public high schools, has been bound, gagged, and neglected to such an extent that university courses in the subject appear to be decades ahead of actual practices. Teachers taking education courses at institutions of higher learning want not only hours or the degree, but also content that will help them in their work. High-school guidance and adjustment is just one of such courses.

In the average American high school, guidance is limited to assisting students in pursuing the proper sequence of subjects. Some guidance authorities do not consider this as guidance at all, when teachers should be striving to assist youngsters in making worth-while selections in vocations, for example.

Guidance programs in most small and medium-sized high schools are definitely handicapped in that no place is found for it either in schedules or budgets. The writer is basing this assertion upon sixty-six responses to a questionnaire titled, "What is the greatest handicap to the development of guidance in your school?" Answers were given by members of a guidance class, consisting of teachers, librarians, and principals last summer at the University of Michigan. All sections of the country except the far West were represented. Results of this questionnaire will be presented later.

Experienced school people agree that schools already are being called upon to shoulder the responsibility of every new fad that comes along. It has been definitely proved that guidance is no passing fancy, but that it is vital for the proper development of American youth. In this case, since there is little opportunity to squeeze in such information during class periods, many ask, "Why not administer group guidance during home-room periods?"

This is impossible. The high-school home-room adviser has his hands full. Take this description of typical home-room periods. At the beginning of the term, the adviser enrolls students by checking choice cards, making out program cards, enrollment cards, class cards, etc.—all educational guidance. At a subsequent meeting attempts are made to organize leaders for the group. Before two nominations can be made, in steps a girl with a legal-sized typewritten sheet of school announcements, all of which must be read aloud and signed by the teacher. Before the messenger reaches the door, two more pupils pass her, making their way to the teacher. They are selling tickets.

Some home-room member, striving to say, "I nominate—" is interrupted when another pupil comes with a "summons" for certain pupils to go immediately to the office. Most of the time one of those being sent for is the chairman. Still other interruptions enter as another girl meekly saunters in and requests audience with her sister so that she may get the key to their locker. Selling bicycle licenses, evaluating discipline cases round out the home-room

teacher's interruptions before the bell rings with practically nothing accomplished for the benefit of the pupils. Amid all of this, home-room periods of thirty minutes are far too short.

In order to find out just what holds back guidance in most schools, the writer adapted a questionnaire called "What is the biggest handicap to the development of the guidance services in your school?" from Bulletin 2046 of the Michigan Secondary-School Association, and the State Board of Control for Vocational Education, pages 27-29 (1940). Twenty of the fifty-five questions asked Michigan principals and supervisors were presented last summer to teachers (85%), principals (10%), librarians and others (5%) of the guidance class mentioned above.

Results of the study show that guidance has not found its way into the curriculums of present day schools because teachers are too busy. Forty of the sixty-six responses showed that there is a lack of time in the teacher's program. Nine answered they had too many things to look after (which is equal to the same thing). Five lacked funds to keep a counselor.

Other questions and responses were: lack of facilities to promote interests, 2; students not able to spend enough time with counselor due to transportation, 2; lack of library material, 2; community too small to make guidance practical, 1. There was also general agreement that the following factors did *not* handicap the guidance program: inertia, knowledge of how to begin, lack of readiness on the part of students, short tenure of teachers, lack of knowledge and value of home-room procedure and technique, lack of room, lack of health examination and services, lack of employers who might use graduates, inexperienced teachers, or short of teaching staff.

Members of the class agreed unanimously in favor of a guidance course for all teachers, and all new teachers. They also agreed that an extension course in guidance is highly desirable.

This is the way teachers have reacted to the need for guidance in today's schools. Educators with little or no guidance programs in their schools appeared most apologetic and helpless about their inability to render such services for their pupils because of school policies. One North Muskegon, Michigan, principal penned at the bottom of his sheet, "Hope to correct much of the 'No' column this fall." A librarian solemnly wrote, "Our biggest problem is getting the principal to see that there is a definite need for a good guidance program in the school and finding a way to give good guidance."

During these postwar days it is time for administrators to begin to make provisions for the guidance of youth. The modern American home room is too crowded to include it. The home room of today is like an attic—everything in the way of progress of class periods is sent to there for disposal.

Avenues of guidance for school youth could be opened if (1) more teachers were trained in guidance and counseling, (2) home-room periods were lengthened, or (3) the number of home rooms per week were increased, and (4) more funds were allocated for guidance in schools.

Tests for the Guidance of Secondary School Pupils

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THE use of standard tests is becoming general practice in an increasingly larger number of our schools. They constitute the most objective means the school has for the evaluation of pupil progress and for his guidance. To help those charged with the responsibility of guidance in secondary schools a list of 110 tests published by various companies has been compiled. Sufficient facts about each are given to enable school people to select those best suited to their local situation. The tests are classified under different phases of guidance. The list follows.

LIST OF TESTS FOR USE IN THE GUIDANCE OF SECONDARY-SCHOOL PUPILS

Title	Author	Publisher	Cost ^a	Purpose	Misc.
VOCATIONAL INTEREST					
<i>Vocational Interest Blank for Men</i> (1938 Rev. Form M.)	E. K. Strong	Stanford Univ. Press, Stanford Univ., Calif.	25 copies \$2. Individual report blank 2c ea. for fewer than 100. Single scoring scale, \$1.25.	To provide for guidance into broad fields of occupational endeavor.	11 groups of vocations. Each requires a separate scoring scale. Valuable at H. S. level. 50 minutes or less required for completion. Specify student form.
<i>Vocational Interest Blank for Women</i>	Same	Same	Same	Same	Somewhat similar to above. Specify student form.
<i>Gentry Vocational Inventory</i>	C. G. Gentry	Educational Test Bureau, Minneapolis, Minn.	15c for inventory, individual analysis report, and individual score tabulation sheet.	To give general vocational picture of student based upon interest in particular vocational area, likes and dislikes for the activities usually	For grades 8 through college. No time limit but if given at one sitting will require approximately 2½ hours.

a. Prices of many of these tests have probably been increased over the prices listed here.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
VOCATIONAL INTEREST—Continued					
<i>Cleiton Vocational Interest Test</i>	G. U. Cleiton	McKnight and McKnight, Bloomington, Ill.	10c ea. 90c for 12.	involved in the occupations comprised in the area.	
<i>Vocational Information Test</i>	J. M. Brewer and Mildred E. Lincoln	C. H. Stoelting Co., Chicago	\$2.75 for 25.	To detect and aid students in finding their vocational interest.	9th grade up. Separate forms for men and women. Not timed.
<i>Occupational Interest Blank</i>	Bruce Le Suer	Psychological Corp., New York City	75c for 25, single copy 15c.	To determine student's information and judgment about occupations.	Grades 9-11.
<i>A Check List for Self Guidance in Choosing an Occupation</i>	R. Hoppock	Psychological Corp., New York City	\$1.65 for 25, single copy 15c	To determine vocational preference.	For high school boys.
<i>Brainard Occupational Preference Inventory</i>	P. R. and R. T. Brainard	Psychological Corp., New York City.	1-12 booklets 25c each, Manual 25c, record form 50 for \$3.75.	To aid student in analyzing his occupational preference for determination of places for education and vocation.	For boys and girls 12 years and above.
ENGINEERING APTITUDE					
<i>Thurstone Vocational Guidance Tests</i>	L. L. Thurstone	World Book Co., Yonkers, N. Y.	\$1 for package of 25, key and class record. Manual of directions 20c extra.	Series of 5 tests designed to be used together to test H. S. seniors and college freshmen to determine their probable success in an engineering college.	One form for each test. Tests— (1) Arithmetic (2) Algebra (3) Geometry (4) Physics (5) Technical information

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
ENGINEERING APTITUDE—Continued					
<i>Stanford Scientific Aptitude Test</i>	D. L. Zyve	Stanford Univ. Press, Stanford Univ., Calif.	\$4 for 25	To detect those basic traits which comprise an aptitude for science or engineering.	High school seniors. In H. S. to be used with seniors interested in entering schools of science and engineering.
MANUAL APTITUDE					
<i>O'Connor Finger Dexterity Test</i>	J. O'Connor	Human Engineering Laboratory, Stevens Institute of Technology, Hoboken, N. J.		To indicate aptitude for those kinds of work which involve rapid manipulation of objects.	For people over 13 years. Time: 8-16 minutes.
<i>Minnesota Manual Dexterity Test</i>		Educational Test Bureau, 720 Washington Ave., S. E. Minneapolis, Minn.	\$9.75 complete	To measure muscular co-ordination with speed.	Time: 15 minutes. For people over 13 years.
<i>Minnesota Rate of Manipulation Test</i>	W. A. Zeigler	Educational Test Bureau, Minneapolis, Minn.	\$9.75 complete	To measure rate of finger speed as in typing, and rate of hand work, as in single factory and shop, straight hand and arm movements.	Can be administered to 2, 3, or 4 people at a time. Time: 10 to 15 minutes.
<i>I.E.R. Assembly Test for Girls</i>	H. A. Toops, et al.	C. H. Stoelting Co., Chicago	\$6.70	To measure girl's aptitude for working with her hands.	Time: Approximately 30 minutes. 7 tests—there are both long and shortened forms.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
DRAWING APTITUDE					
<i>Drawing Aptitude Test</i>	W. W. Mitchell	McKnight and Yonkers, N. Y. ton, Ill.	10c each. Directions, etc., extra	To measure visualizing ability, dimensional thinking, and skills of using a drawing pencil —of students without previous training in mechanical drawing.	Time: 60 minutes. Grades 7-12. One form.
MECHANICAL APTITUDE					
<i>Stenquist Mechanical Aptitude Tests</i> (Paper Test)	J. L. Stenquist	World Book Co., Yonkers, N. Y.	\$1.30 for package of 25 of ea. form. key and class re- ord. Manual of di- rections 15c extra.	To detect general me- chanical aptitude. Pre- supposes no mechanical experience.	Tests I and II. Time: 45 and 50 minutes. Norms for boys from 12 to 15 years.
<i>Minnesota Mechanical Ability Tests</i>	Univ. of Minn. Employment Research Institute	Educational Test Bureau, Minneap- olis, Minn.	Forms 1 and 2, \$28.	To measure native me- chanical aptitude.	Relatively independent of verbal intelligence.
<i>Detroit Mechanical Aptitudes Examination</i> Revised (Paper Test)	H. J. Baker, et al.	Public School Publish- ing Co., Blooming- ton, Ill.	4c ea., manual, key answer sheets. Class record extra.	To measure mechanical ability.	Same examination for both boys and girls, junior and senior high schools. Time: 31 minutes.
<i>O'Rourke Mechanical Aptitude Tests</i> (Pencil and Paper Test)	L. J. O'Rourke	Educational and Per- sonnel Publishing Co., Washington, D. C.	\$1.50 for 30	To indicate mechanical aptitude.	Time: 65 minutes. Three forms.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
NURSING APTITUDE					
<i>Aptitude Test for Nursing Form 2</i>	T. Hunt	Center for Psychological Service, Geo. Washington Univ., Washington, D. C.	\$3.00 for 25	To measure abilities indicative of aptitude for learning what a nurse must learn.	Time: Approximately 60 minutes. Specify for high school.
<i>Reading Comprehension Test for Prospective Nurses</i>	T. Hunt	Same	\$1.75 for 25	To aid in selection of student nurses.	Norms based on H.S. graduates applying for admission to schools of nursing.
<i>Arithmetic Test for Prospective Nurses</i>	T. Hunt	Same	\$1.75 for 25	To aid in the selection of student nurses.	Same
MUSIC APTITUDE					
<i>Seashore Measures of Music Talents, Revised Edition</i>	C. E. Seashore, et al.	C. H. Stoeckling Co., 424 N. Homan Ave., Chicago	Records only. \$4.50 ea. series. Records, record blanks, etc., for both series, \$9.	To determine student's musical aptitude	Series A and B
GENERAL APTITUDE					
<i>Detroit General Aptitudes Examination, Form A</i>	H. J. Baker, et al	Public School Publishing Co., Bloomington, Ill.	\$2 for 25 tests, 25 analyses of results charts, 1 key and record sheet, or 9c per copy of test.	To measure 3 kinds of aptitudes: intelligence, mechanical, and clerical.	Requires 90 minutes to administer at one sitting. Junior and senior high school.
SCIENTIFIC APTITUDE					
<i>Stanford Scientific Aptitude Test</i>	D. L. Zyve	Stanford Univ. Press, Stanford Univ., Calif.	\$4 for 25	To detect those basic traits which comprise	In high school to be used with seniors interested

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
SCIENTIFIC APTITUDE—Continued					
TEACHING APTITUDE					
<i>Core-Orleans Progress Test of Teaching Ability</i>	W. W. Coxé and J. S. Orleans	World Book Co., Yonkers, N. Y.	\$2.25 for 25 in- cluding accesso- ries.	Designed to measure ability to learn profes- sional material generally taught in normal schools and teachers colleges.	Time: 3 hours. Usable with high school seniors.
<i>Teaching Aptitude Test</i>	F. A. Moss, et al.	Psychological Cor- poration, 522 Fifth Ave., N. Y. City	10c per copy. Directions, etc. extra.	Used primarily as en- trance test for those en- tering teacher training institutions.	Time 37 minutes. Usable for H. S. seniors.
<i>Stanford Educational Aptitude Test</i>	M. B. Jensen	Stanford Univ. Press Stanford Univ., Calif.	25 for \$2. Single copy 5c.	To measure special abili- ties for teaching, for ad- ministration or for edu- cational research.	Usable for high school grades, as well as for adults.
CLERICAL APTITUDE					
<i>Turse Shortland Aptitude Test</i>	P. L. Turse	World Book Co., Yonkers, N. Y.	\$1.30 for package of 25, manual of directions and class record.	To measure abilities which are basic pre-req- uisites for stenographic success.	Usable with high school students. Time: 45 minutes.
<i>Detroit Clerical Aptitude Examination</i>	H. J. Baker and P. H. Voelker	Public School Pub- lishing Co., Bloom- ington, Ill.	5c per copy. Ex- aminations hand- book, 15c. Answer sheets, 1c. Class records, 1c.	To discover and select pupils who have abilities for commercial courses in high school.	Time: 30 minutes. Ayres handwriting scale necessary. High school.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
CLERICAL APTITUDE—Continued					
<i>Detroit Retail Selling Inventory. Inventory B</i>	H. J. Baker, et al.	Public School Publishing Co., Bloomington, Ill.	5c per copy. Examinations manual 15c; must be ordered extra.	For use in selection of students for training courses in retailing and for candidates for employment who have not had previous training in retail courses.	Requires 30 minutes to administer. High School students.
See Detroit General Aptitude Examination which includes clerical aptitude.					
<i>Stenographic Aptitude Test</i>	G. K. Bennett	Psychological Corporation, 522 Fifth Ave., N. Y. City	\$1.25 for 25	Designed to predict capacity for learning shorthand and typing.	High School. One form.
<i>Test of Ability to Sell</i>	W. Loman et al.	George Washington Univ., Washington, D. C.	10c per copy, or \$9.00 for 100.	To detect ability to sell.	Grades 9-12.
MEDICAL APTITUDE					
<i>Aptitude Test for Medical Students</i>	F. A. Moss	George Washington Univ., Washington, D. C.	15c per copy.	To detect special abilities required for success in medical school.	Grades 11-12.
<i>Stanford Scientific Aptitude Test</i>	D. L. Zye	Stanford Univ. Press, Stanford Univ., Calif.	\$4 for 25	To detect those basic traits which comprise an aptitude for science or engineering.	In H. S. to be used with seniors interested in entering school of science and engineering.
ART APTITUDE					
<i>Meier-Seashore Art Judgment Test</i>	N. C. Meier and F. E. Seashore	Bureau of Educational Research and Service, State Univ. of Iowa, Iowa City.	Test booklets 75c ea. Record sheets 2½c ea.	Intended as an aid in discovering and appraising possible talent in art.	Norms for 7 & 8, 9 & 10, 11 & 12 grades. Requires approximately 40 minutes.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
ART APTITUDE—Continued					
<i>Tests in Fundamental Abilities of Visual Art</i>	A. S. Leverenz	Southern Calif. School Book Depository, Los Angeles, Calif.	Parts I and II, 3c ea. Part III, 4c. art. Manual and color chart, extra	To measure aptitude for Grades 7-14 9 tests divided into 3 parts.	
<i>Selective Art Aptitude Test</i>	W. H. Varnum	International Textbook Co., Scranton, Pa.	\$3.82 for complete set.	To measure art aptitude, including creative ability.	7 tests. For use above grade 6.
SOCIAL ADJUSTMENT					
<i>Washburne Social Adjustment Inventory</i>	J. W. Washburne	World Book Co., Yonkers, N. Y.	\$1.30 for package of 25, directions for administering, key, and class record. Manual for interpreting, 20c extra.	To discover social and emotional adjustment.	One form. Time: 30 to 50 minutes. Self-administering. Secondary schools. One form.
<i>Personal Index Test</i>	G. C. Loof, Bourrow and Noel Keys	Educational Test Bureau, 720 Washington Ave., Minneapolis, Minn.	75c for 25 including directions, key and class record.	To detect problem behavior tendencies in junior high school pupils.	Time: 35 minutes.
<i>The Adjustment Inventory (Student Form)</i>	H. M. Bell	Stanford Univ. Press, Stanford Univ., Calif.	25 for \$1.75. Scoring scale \$1.	To measure four adjustments — home, social and emotional, health.	High School form. Specify student form.
<i>Brown's Character Conduct Self-Rating Scale</i>	E. J. Brown	State Teachers College, Emporia, Kans.	3c ea., Directions, key, student blank extra.	To secure improvement in the character and conduct of individuals through self-ratings.	One form. For junior and senior high schools.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
SOCIAL ADJUSTMENT—Continued					
<i>Attitude-Interest Analysts Test</i>	L. M. Terman and C. C. Miles	Psychological Corp., 522-5th Ave., New York City	10c each, 12 for \$1. Manual, etc. extra.	To determine degree of masculinity or femininity of the individual.	Grades 8-12.
<i>Scale to Measure Ascendancy Submissiveness of Personality</i>	G. Allport	Houghton-Mifflin Co., Boston, Mass.	25 for \$1.80 key, manual, extra.	To measure tendencies toward dominance and submission.	High School.
GUIDANCE INVENTORY TESTS					
<i>Kefauver Hand Guidance Tests and Inventories</i>	G. N. Kefauver, et al.	World Book Co., Yonkers, N. Y.		To measure how well students are informed concerning conditions, problems and opportunities in society and the school.	Grades 7-12. Time: 20 or 25 minutes for each test.
(1) <i>Educational Guidance Test, Form A</i>			\$1.20 for package of 25		
(2) <i>Health Guidance Test, Form A</i>			\$1 for package of 25		
(3) <i>Social Civic Guidance Test, Form A</i>			\$1.20 for package of 25		
(4) <i>Vocational Guidance Test, Form A</i>			\$1 for package of 25		
(5) <i>Student-Judgment Guidance Test, Form A</i>			\$1 for package of 25		
(6) <i>Recreational Guidance Test, Form A</i>			\$1 for package of 25		

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
SUBJECT PROGNOSIS					
<i>Iowa Algebra Aptitude Test, Form A</i>	H. A. Greene and A. H. Piper	Psychological Corporation, 525 Fifth Ave., N. Y. City	85c for 25	To be used as index of pupil's ability to master algebra.	High school.
<i>Dunlap Academic Preference Blank</i>	J. W. Dunlap	World Book Co., Yonkers, N. Y.	90c for package of 25 tests, manual of directions and class record; scoring key 5c extra	To measure individual's interest in subject fields of curriculum of 7th, 8th, 9th grades in terms of his expressed preferences.	Forms A and B. No time limit, but usually completed in ten minutes.
<i>Orleans Algebra Prognosis Test</i>	J. B. Orleans	World Book Co., Yonkers, N. Y.	\$1.50 for package of 25, manual of directions, key and class record.	To measure student's ability to learn algebra.	One form. High school. Time: 81 minutes.
<i>Orleans Geometry Prognosis Test</i>	J. B. Orleans and J. S. Orleans	World Book Co., Yonkers, N. Y.	\$1.70 for package of 25, manual of directions, key and class record.	To measure student's ability to learn geometry.	High school. Time: 70 minutes.
<i>Luria-Orleans Modern Language Prognosis Test</i>	M. A. Luria and J. S. Orleans	World Book Co., Yonkers, N. Y.	\$1.30 for package of 25, manual of directions, key and class record.	To measure student's ability to learn French, Spanish or Italian.	Usable with high school students. Time: 76 minutes.
<i>Orleans-Solomon Latin Prognosis Test</i>	J. S. Orleans and M. Solomon	World Book Co., Yonkers, N. Y.	\$1.30 for package of 25, manual of directions, key and class record.	To measure student's ability to learn Latin.	High school. Time: 50 minutes.
<i>California Algebra Aptitude Test</i>	Noel Keys and Muriel McCrum	Educational Test Bureau, Minneapolis, Minn.	75c for package of 25, including accessories.	To indicate student's degree of ability to master algebra.	High school. Time: one class period.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
<i>SUBJECT PROGNOSIS—Continued</i>					
<i>Foreign Language Prognosis Test</i>	P. M. Symonds	Bureau of Publications, Teachers College, Columbia Univ., N. Y.	\$7.35 per 100 for either form	To predict a pupil's success in learning a foreign language.	Two forms. Time: 44 minutes. Grades 8 or 9.
<i>Lee Test of Geometric Aptitude</i>	D. M. Lee and J. M. Lee	Bureau of Publications, Teachers College, Columbia Univ., N. Y. City.	4c each. Directions, etc., extra.	To predict likely success in learning geometry.	Time: 40 minutes
<i>Iowa Plane Geometry Aptitude Test</i>	H. A. Greene and H. W. Bruce	Psychological Corp., N. Y. City	Single copy 15c, 25 for 90c.	To predict likely success in learning geometry.	
<i>SOCIAL USAGE Test of Knowledge of Social Usage</i>	Ruth Strange, et al.	Bureau of Publications, Teachers College, Columbia Univ., N. Y. City	5c per copy for fewer than 25. Manual of directions, 10c extra	To determine student knowledge of social customs, including table manners, dress and appearance, manners for guest, host, etc.	Requires 30 minutes to administer. For junior and senior high schools. One form.
<i>The Best Thing to Do Test</i>	F. E. Tomlin	Stanford Univ. Press, Stanford Univ., Calif.	\$1.50 for 25 tests, Form A or B	To determine knowledge of social standards.	Forms A and B. Grades 4-8
<i>Social Intelligence Test</i>	F. A. Moss, et al.	Center for Psychological Service, Geo. Washington Univ., Washington, D. C.	15c per copy	To indicate social adaptability.	Time: 45 minutes. One form. Norms for high school and college students.
<i>A Test on Social Usage</i>	Margaret B. Stephenson and Ruth L. Millett	McKnight and Publishers, Bloomington, Ill.	10c each. 90c for 12. Directions, etc., extra.	To determine student's understanding of manners and etiquette.	Forms A and B. Grades 9-12.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
PERSONALITY					
<i>Calif. Test of Personality</i>	L. P. Thorpe, et al.	Calif. Test Bureau, Los Angeles, Calif.	5c copy, accessories extra.	To reveal status of certain important factors in personality and social adjustment.	Secondary series for grades 9-14. Time: one class period.
<i>The Personality Inventory</i>	R. S. Bernreuter	Stanford Univ. Press, Stanford Univ., Calif.	25 copies, \$1.75. 50 for \$3. Individual report blank, 1c each.	Measures 6 personality traits. Norms for each and all.	Norms for both men and women—for H. S. also.
<i>Aspects of Personality</i>	R. Pintner, et al.	World Book Co., Yonkers, N. Y.	Package of 8, with manual of directions, key, and class record, \$1.20.	Focus attention on make-ups of class and enable teacher to discover those problem cases which need help.	For use in the elementary grades and junior high school.
<i>Thurstone Personality Schedule</i>	L. L. and L. J. Thurstone	Psychological Corp., N. Y. City	\$1.25 for 25.	To detect the mental health of student.	For high school.
<i>P. Q. or Personality Quotient Test</i>	H. C. Link	Psychological Corp., 522 5th Ave., N. Y. City	100 for \$5. Single copy 6c.	To measure four personality traits—social initiative, self determination, economic self determination, and the adjustment to the opposite sex.	Grades 7-13
CHARACTER					
<i>Telling What to Do Test</i>	H. J. Baker	Public School Publishing Co., Bloomington, Ill.	2c a copy; directions, etc., extra	To measure behavior activity as a reflection of character.	One form. Grades 7-9. Test untimed.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
CHARACTER—Continued					
<i>Self-Marking Objective Test in Honesty</i>	J. B. Maller	Psychological Corp., Chicago, Ill.	\$3.30 for 25. Single copy, 20c.	To measure trustworthiness.	Grades 5-10
<i>Johnson Temperament Test</i>	R. H. Johnson	Calif. Test Bureau, 3636 Beverly Blvd., Los Angeles, Calif.	10c per copy	To disclose behavior tendencies.	High School, College and adults. Time: 40-50 min.
PUPIL EDUCATIONAL OBJECTIVES					
<i>Educational Information Test</i>	J. M. Brewer and M. E. Lincoln	C. H. Stoetling Co., Chicago	\$2.50 for 25.	To detect educational objectives of students.	Grades 9-10.
SCHOOL ADJUSTMENT					
<i>The School Inventory</i>	H. M. Bell	Stanford Univ. Press, Stanford Univ., Calif.	\$1. for 25.	To locate those students who are maladjusted to H. S. life and help determine the causes.	For senior high schools only. To be used toward end of semester when student is thoroughly acquainted with teachers and school conditions.
<i>Student Questionnaire</i>	P. M. Symonds and V. L. Block	Bureau of Publications, Teachers College, Columbia Univ., N. Y. City	Test booklet, \$7.35 per 100	To determine pupil's personal and social adjustment in H. S.	40 minutes required for completion.
<i>What Kind of a Year Are You Having Questionnaire</i>	P. M. Symonds	Bureau of Publications, Teachers College, Columbia Univ., N. Y. City	\$1.60 per 100	To determine pupil's adjustment to school.	Two forms. Time: 10 minutes. For junior and senior high schools.
<i>New York Rating Scale for School Habits</i>	E. L. Cornell, W. W. Cox, & J. S. Orleans	World Book Co., Yonkers, N. Y.	25 for 50c	To rate school traits for guidance purposes.	Grades 5-10.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
ORIENTATION					
<i>Orientation Test Concerning Fundamental Aims of Education.</i>	A. S. Leverenz and H. C. Steinmetz	Calif. Test Bureau, Los Angeles, Calif.	7c copy. Directions, etc., extra.	Designed to measure beliefs likely to condition attitudes.	Specify H. S. Time: one sitting.
LIBRARY USAGE					
<i>Peabody Library Information Test</i>	L. Shores and J. E. Moore	Educational Test Bureau, Minneapolis, Minn.	Single copy 20c. 25 for \$1.25, including accessories.	To measure student's knowledge of and ability to use library.	Ask for H.S. edition. Time: 32 minutes.
<i>Library Test for Junior High Schools</i>	J. V. Pleog	Calif. Test Bureau, 3636 Beverly Blvd., Los Angeles, Calif.	Each form 25 for \$1. Single copy, 5c.	To indicate difficulties and needs of pupils in skills and knowledge concerning libraries and books.	Two forms. Norms for grades 7, 8, and 9.
STUDY SKILL					
<i>Tyler-Kimber Study Skills Test</i>	H. T. Tyler and G. C. Kimber	Stanford Univ. Press, Stanford Univ., Calif.	25 copies for \$2.	To measure ability of H.S. and college students to use skills needed in effective study.	
<i>Study-Habits Inventory</i>	C. G. Wrenn	Stanford Univ. Press, Stanford Univ., Calif.	10c per copy, 25 copies, \$1.25.	Designed as a weighted check list of specific study habits and attitudes.	For use with high school students.
ATTENTION AND CONCENTRATION					
<i>Ruggles Distraction Test</i>	A. M. Ruggles	The author, Univ. of Okla., Norman, Okla.		To determine student's ability to concentrate on work at hand.	Grades 7-8.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Cost</i>	<i>Purpose</i>	<i>Misc.</i>
ATTENTION AND CONCENTRATION—Continued					
<i>Morrison Attention Chart</i>	H. C. Morrison	Consult "Practice of Teach. in Sec. Schools," Make your own chart.		To determine student's attention in class.	
WORK CALLING FOR ABILITY TO DISTINGUISH COLORS					
<i>Tests for Color Blindness</i>	S. Ishihara	C. H. Stocking and Co., 424 N. Homan Ave., Chicago	\$9.45	For use with students desiring to enter work calling for ability to distinguish colors.	
HEARING					
<i>Andrews' Whispered Speech Test</i>	Andrews	Will need G. M. Whipple Manual of Mental and Physical Tests, Part 1. Singler Processes, Warwick and York, Baltimore, Md.		To determine auditory acuity.	For use with any individual.
<i>Western Electric Audiometer</i>		Graybar Electric Co., Graybar Bldg., N. Y. City.	\$430	To detect hearing ability.	For use with any individual.
SCHOLASTIC APTITUDE					
<i>Unit Scales of Aptitude</i>	M. J. Van Wagenen	Educational Test Bureau, Minneapolis, Minn.	\$1 for 25, including accessories.	To measure scholastic aptitude or verbal learning ability.	Forms A and B. Specify grades. Time: 45 minutes.
INTELLIGENCE—INDIVIDUAL					
<i>Detroit Tests of Learning Aptitudes</i>	H. J. Baker and B. Leland	Public School Publishing Co., Bloomington, Ill.	Pupil record book, 10c each. Book on pictorial material \$1. Examinations handbook \$2.50	To provide specific information about mental traits or disabilities in tests for all ages.	Time: approximately 60 minutes. There are 19 tests for all ages.

Title	Author	Publisher	Cost	Purpose	Misc.
INTELLIGENCE—INDIVIDUAL—Continued					
<i>Stanford-Binet Scales Revised</i>	L. M. Terman and Maud Merrill	Houghton-Mifflin Co., Boston, Mass.	Approximately \$10 for all essential materials.	To measure the intelligence of persons of all ages.	
INTELLIGENCE—GROUP					
<i>Hennon-Nelson Test of Mental Ability</i>	V. A. Hennon and M. J. Nelson	Houghton-Mifflin Co., Boston, Mass.	75c for 25 of either form.	To measure mental ability.	Forms A,B,C. Specify grades 7-12
<i>Otis' Self-Administering Tests of Mental Ability</i>	A. S. Otis	World Book Co., Yonkers, N. Y.	80c for package of 25, including manual, key, interpretive chart, percentile graph, I.Q. scale and class record.	To measure student's mental ability.	Easy to administer. Specify grades. Four forms. Time: 30 minutes.
<i>Detroit Intelligence Test, Advanced</i>	H. J. Baker	Public School Publishing Co., Bloomington, Ill.	4c per copy. Keys, etc., extra.	To measure student's intelligence.	Time: 40 minutes. State school grades.
<i>Terman Group Test of Mental Ability.</i>	L. M. Terman	World Book Co., Yonkers, N.Y.	\$1.20 per package of 25, including other essentials.	To measure student's mental ability.	Two forms, A and B. Time: 27 minutes. For grades 7-12.
<i>Kuhlman-Anderson Intelligence Test.</i>	F. Kuhlman and R. G. Anderson	Educational Test Bureau, Minneapolis, Minn.	\$1.25 for 25 booklets, key, class record and directions.	To measure student's mental ability.	Time: 45 minutes. Specify grades.
<i>Detroit General Aptitudes Examination, Form A.</i>	H. J. Baker, et al.	Public School Publishing Co., Bloomington, Ill.	9c a copy. Accessories extra.	To measure three kinds of aptitudes—intelligence, mechanical, and clerical.	Requires 90 minutes at one sitting. Junior and senior high schools.

Title	Author	Publisher	Cost	Purpose	Misc.
ENGLISH					
<i>Cross English Test</i>	E. A. Cross	World Book Co., Yonkers, N. Y.	\$1.20 for 25, including accessories.	To measure general ability in English.	Time: 45 minutes. High school.
<i>Barrett-Ryan-Schrammel English Test</i>	E. R. Barrett, et al.	World Book Co., Yonkers, N. Y.	\$1.10 for 25, including accessories.	To measure achievement in essentials of English.	Time: 40 minutes. Grades 9-12. Three forms.
<i>Barrett-Ryan English Test</i>	E. R. Barrett, et al.	State College, Emporia, Kans.	3c each, directions 5c.	To determine student's knowledge of mechanics of English.	Three forms. Grades 7-12.
<i>Tressler English Minimum Essentials Test</i>	J. C. Tressler	Public School Publishing Co., Bloomington, Ill.	4c per copy. Directions, etc., extra.	To measure essentials of good usage.	Grades 8-12. Three forms. Time: 50 minutes.
<i>Rinsland-Beck Natural Tests of English Usage</i>	H. D. Rinsland and R. L. Beck	Public School Publishing Co., Bloomington, Ill.	7c a copy of each form, accessories extra.	To discover the language forms used by the student.	Time: 30 to 45 minutes Grades 9-12. Two forms.
READING—HIGH SCHOOL					
<i>Schrammel-Gray H. S. and College Reading</i>	H. E. Schrammel and W. H. Gray	Public School Publishing Co., Bloomington, Ill.	7c each, manual of directions 10c. class record 4c, answer key 1c.	To survey the reading abilities of H.S. and college students.	Separate norms for high school. Grades 7-12. One form.
<i>Traxler H. S. Reading Test</i>	A. E. Traxler	Public School Publishing Co., Bloomington, Ill.	7c per copy, directions 10c, answer sheet 2c, record sheet 2c	To measure rate of reading, story comprehension, and finding main ideas.	Grades 10-12 Time: 50 minutes. Four forms.
<i>Progressive Reading Tests</i>	E. W. Tieg and W. W. Clark	California Test Bureau, 3636 Beverly Blvd., Los Angeles, Calif.	4c per copy.	To measure power rather than speed.	No time limit. Specify grades.

Title	Author	Publisher	Cost	Purpose	Misc.
ATTITUDES <i>Attitude Scales</i>	H. H. Remmers	Psychological Corp., 522 5th Ave., N. Y. City.	1½¢ per copy, manual and keys extra.	To measure attitudes toward social institutions.	High school.
<i>Boyd Health Attitude Scale</i>	O. E. Boyd	Stanford Univ. Press Stanford Univ., Calif.	25 for \$1.75	To measure health attitudes.	Grades 9-12, 13-14. One form.
<i>Wrightstone Scale of Civic Beliefs</i>	J. W. Wrightstone	World Book Co., Yonkers, N. Y.	25 for \$1.10, other materials extra	To measure liberalism and conservatism with respect to social, economic, and political issues.	Grades 9-12. Working time 15 min.
<i>Test of International Attitudes</i>	L. L. Thurstone, Editor	Univ. of Chicago Press, Chicago, Ill.	100 for \$5.25, including directions, and scoring key. Single copy 15c.	To discover international and interracial attitudes of young people and adults.	Usable for high school pupils, college students and adults. Time: 40 minutes.
<i>Scales for the Measurement of Social Attitudes</i>	L. L. Thurstone, Editor	Univ. of Chicago Press, Chicago, Ill.	Single set of 18 scales \$1.50.	To measure attitudes toward the following—each a separate scale: 1, church; 2, war; 3, negro; 4, communism, 5, treatment of criminals; 6, patriotism; 7, Constitution of the U.S.A.; 8, birth control; 9, God; 10, Chinese; 11, Germans; 12, Sunday observance; 13, Law; 14 censorship; 15, Bible; 16, evolution; 17, capital punishment.	Some scales have two forms.

Title	Author	Publisher	Cost	Purpose	Misc.
CURRICULUM SELECTION					
<i>Interest Questionnaire for H.S. (Boys)</i>	O. L. Garretson & P. M. Symonds	Bureau of Publications, Teachers College, Columbia Univ., N. Y. City.	\$3 for 100	To help students to choose between academic, technical and commercial curricula based on interest.	For use in 8th and 9th grades. Three separate scoring keys provided for finding curricular interest.
<i>Dunlap Academic Preference Blank</i>	J. W. Dunlap	World Book Co., Yonkers, N. Y.	25 for 90c, including accessories. Single copy 20c	To give measures of individual's interest in subject matter fields of curriculum of 7, 8, and 9 grades.	Two forms. Ten different scoring keys for ten different objective measures in ten fields.
COMPREHENSIVE EXAMINATION FOR ELEMENTARY-SCHOOL GRADUATION					
<i>Standard Graduation Examination</i>	A. S. Otis and J. S. Orleans	World Book Co., Yonkers, New York	Single copy 20c, 25 copies \$1.25, including manual of directions, key and class record	Designed as a final examination in all basic subjects for pupils completing elementary school—in either 8 grade or 7 grade system	Time: 3 hours. Five forms.
<i>Metropolitan Achievement Test</i>	R. D. Allen, et al.	World Book Co., Yonkers, New York	25 for \$1.25 including manual of directions, key, etc. Single copy 20c	Comprehensive series of achievement tests covering tool subjects.	Different forms. Ask for Advanced Battery. Useful for testing at end of 8th grade or beginning of 9th grade.
<i>Public School Attainment Tests for H.S. Entrance</i>		Public School Publishing Co., Bloomington, Ill.	Sample set, 25c.	Battery of tests to measure abilities needed for success in high school work.	To be given at end of elementary school program, Grade 9. Time: 90 minutes.

CONSUMER EDUCATION STUDY NEWS

THE demand for the study-learning units published by the Consumer Education Study has been so great that reprintings have been necessary.

Several new units are nearly ready for the press and will be distributed without charge to members of the National Association of Secondary-School Principals.

The units now available are:

The Modern American Consumer. Introductory: includes for the teacher and student a statement on purposes and nature of consumer education.

Learning to Use Advertising. A study of the consumer's stake in advertising as a medium of information.

Time on Your Hands. On the "consuming" of leisure time.

Investing in Yourself. A study of how the young person may use his resources effectively in securing an education, cultivating himself, and getting a start at his career.

Using Standards and Labels. Including a study of testing and rating agencies and of the issues centering around mandatory grade labeling, as well as a practical guide to the use of existing labels on consumer goods.

Price: 25 cents a copy.

Discounts: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more, 33 1/3%. Payment must accompany orders of one dollar or less.

FOLLOWING the publication of the monograph, *Commercial Supplementary Teaching Materials* and the services now being offered to both business preparing such materials and teachers using them, the Consumer Education Study of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., is financing two committees to develop plans for the better selection and the more effective use in schools of acceptable commercial materials. One committee represents the National Science Teachers Association, the other the American Vocational Association.

A SERIES of articles, based on the teaching-learning units published by the Consumer Education Study of the National Association of Secondary School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., is appearing monthly in the *Journal of the National Education Association*. These articles are written by Dr. Fred T. Wilhelms, Associate Director of the Consumer Education Study.

ARTICLES explaining the work of the Consumer Education Study of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., are scheduled for early appearance in *School Executives Magazine*, in *School Management*, and in *Printers Ink*.

ARRANGEMENTS are being made by the Consumer Education Study of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., for regional conferences on consumer education to be held during the early part of 1946 in six or eight important cities of the country. The first of the conferences is scheduled for Cincinnati in February.

Consumer Education Study, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The Book Column

PROFESSIONAL AND OTHER BOOKS

- AGARD, B., WILLIS, R. W., JR.; and LOBO, HELIO. *Brazilian Portuguese from Thought to Word*. Princeton: Princeton University Press. 1944. 273 pp. \$3.00. A very analytical and explicit presentation of the language, based on the new official Brazilian spelling, as approved in December, 1943. After giving the basic rules of pronunciation and spelling, the text leads the student in a logical manner, through the medium of ideas, from the simple to the complicated, from the noun and simple predicate as he once needed and learned them in his own tongue to the more complex elements of the sentence. The approach is realistic, as emphasis is on the basic words of ordinary speech, plus an extremely useful selection from such fields as commerce, travel, military affairs, and aviation. Accompanying this text are a historical sketch of Brazilian Portuguese, tables of verbs and pronouns, and a vocabulary of 2,000 entries. Explanation and illustrative material are abundant, so much so, in fact, that the text could very easily be used as a guide for self-instruction.
- ARNE, SIGRID. *The United Nations Primer*. New York 16: Farrar and Rinehart. 1945. 156 pp. Single copies, \$1.00 each. For 10-100 copies, 20% discount, f.o.b. New York; 100 copies and over, 25% discount, f.o.b. New York. This book contains the full text of the fifteen International Conferences, from the Atlantic Charter to the San Francisco meeting on the United Nations Organization, and in addition a shrewd and careful, yet extremely simple analysis of the reasons behind and for each of these important texts. It is an excellent aid in the work of building international understanding and co-operation.
- BAYSINGER, GERALD, and SCHALL, H. H. *Woodworking Projects for Industrial Arts Students*. New York 18: McGraw-Hill. 1945. 154 pp. \$1.40. Here are twenty-five original projects offering a wide variety of subjects, shop drawings, and adaptable designs, and chosen for their tested appeal to students. Especially interesting to boys of all ages from the upper elementary grades through high school, the projects are easy to carry out, and for the most part require only hand tools. They are fresh in design, thoroughly adapted to individual needs and interests, and usable in a variety of situations including rehabilitation training for the Armed Forces. The projects range from a bookrack, a shelf for odds and ends, and a leisure light to a model midget racer, a delivery truck, an electric motor, and sailboats. They encourage the student's initiative, for they include only sufficient information to help him plan his work. Projects are divided into jobs, simplifying the planning, making the work more interesting, and maintaining better quality of workmanship. Useful suggestions for adapting designs, and helpful timesaving hints are offered throughout the book.
- BELL, E. T. *The Development of Mathematics*. New York: McGraw-Hill. 1945. 637 pp. \$5.00. In this revision of a well-known and widely used book, the author tells with freshness and vigor the absorbing story of the part played by mathematics in the evolution of civilization, from about 4,000, B. C., to the present day. The book clearly describes the chief principles, methods, and theories of mathematics which have survived, and presents the greater trends in pure and applied mathematics through major episodes in each period, with explanations of the technicalities. The new edition contains a wealth of new material, much of which is concerned with recent trends and developments in modern mathematics.
- BERTAIL, INEZ. *Summer and Winter*. New York 3: Veritas Press, Inc. 1945. 10 1/4 inches wide by 7 1/4 inches tall. \$1.00. Susan liked summer. Ronnie liked winter. The pond in summer was wonderful for wading or sailing boats. In winter there was skating or

sliding on the ice. Picnics in summer, snow-men in winter; wagons or sleds; circus or Christmas — which is better? Simple text and bright full-page pictures in four colors show the differences in the seasons.

BOYNTON, P. W. *6 Ways to Get a Job*. New York 16: Harper and Brothers, 1945. 142 pp. \$1.50. Here is an author, a veteran of two wars, who gives all job seekers — and especially veterans — out of his wealth of experience the information each individual needs to find the right job and eliminate the hit-and-miss from a job-getting campaign. Twenty years of interviewing job-hunters have taught him the need for planned, systematic job search. He bases his methods on the premise that there are jobs for all. The secret of getting what you want is to go about it with a planned technique that will bring together the right person and the right job. There are, in the author's opinion, six ways to get a job. Here is sound advice that may be practically applied to getting the job for which you are best fitted, with the important end result — helping you to hold the job and be successful in it.

BRACKER, E. *Chester*. New York 3: Veritas Press, Inc. 1945. 10¼ inches tall by 8¼ inches wide. \$1.00. This is the story of Judy's cat, Chester, and his friendly enemies, the dogs. Illustrated in six colors.

BRADLEY, J. H. *World Geography*. Boston: Ginn and Co. 1945. 487 pp. \$2.48. This book and its accompanying workbook (*Directed Studies in World Geography*, 1945, 117 pp, 60c) were planned to meet the various special requirements of a course in world geography. It aims to provide secondary-school students with training in the techniques of thinking geographically about world problems. It attempts to supply the need for an intelligent use of the basic tools of geographic science: map reading; the ability to interpret charts, graphs, and tables; and simple place geography. Through the use of a large number of illustrations, students are led to an understanding of principles. Geography is presented in this book as a living drama and not as a catalogue of dead and disconnected statistics.

BRAVERMAN, BENJAMIN. *Gaining Skill in Arithmetic*. Boston 16: D. C. Heath and Co. 1945. 134 pp. \$1.40. This book is the result of efforts to meet the problem of the large number of pupils who come to our high schools without having succeeded in mastering the fundamentals of arithmetic. It attempts to meet the problem of arithmetic for the slower pupils in our high schools from the point of view of both content and method. Not only does it contain properly graded drill material, but rules and principles are presented only after the pupil has been given full and complete understanding of the concept and procedure involved. Moreover, the computational skill that is being reestablished is immediately applied to situations that already are, or soon will be, part of the pupil's life-experiences. Four comprehensive reviews inserted at appropriate places in the book help the pupil retain the concepts and skills that he has learned. The book can be used either as a basic text in regular classes in remedial arithmetic or as a supplementary text for pupils in other courses in mathematics who need improvement in arithmetic. Each copy of this book is accompanied by a package containing a *Pupil's Graph and Mastery Tests* (80 pp). The teacher will give the graph to the pupil at the beginning of the course and will hand out the tests as needed. There are two tests (Form A and Form B) for each unit and each comprehensive review.

BURT, O. W. *Peter's Silver Dollar*. New York 10: Henry Holt and Co. 1945. 94 pp. \$2.00. This book tells in simple story how silver is mined, milled, refined, and made into coins. Text and photographs make it easy as well as interesting reading for the pupils of low-reading level in the secondary school.

CARROLL, RUTH. *Chessie*. New York 3: Veritas Press, Inc. 1945. 10¼ inches tall by 8¼ inches wide. \$1.00. The story of the most famous kitten in the world, whose picture has appeared in magazines and newspapers all over the country. Filled with pictures in three colors throughout.

- CARROLL, RUTH. *Chessie and Her Kittens*. New York 3: Veritas Press, Inc. 1945. 10 1/4 inches tall by 8 1/4 inches wide. \$1.00. Chessie has kittens of her own, called Nip and Tuck, and they lead her a merry chase involving adventures on railroad trains. Reprinted in full with all original pictures in two and three colors.
- CHEYNEY, E. P. *A Short History of England*. Revised. Boston: Ginn and Co. 1945. 986 pp. \$2.60. This third revision is a complete revision of his previous edition with three new chapters added. He presents a description of early institutions and conditions, and from the mass of historical detail he has selected the significant factors which have either given shape and character to history or marked the advances in the general development of the nation. Since the story of England is so long and so eventful, the author tells the story as continuously as possible, introducing mention of other countries when their connection with English history is essential for a true understanding of the situation. Each chapter contains sections devoted to General Reading, Contemporary Sources, Poetry and Fiction, and Special Topics for helpful suggestions to both teacher and pupil. The text brings the reader down to the beginning of the year 1945.
- CLOSE, UPTON, and BURKE, MERLE. *The Ladder of History*. New York: Macmillan Co. 1945. 825 pp. The authors present a survey of world history, both as a logical account of man's development and as a guide in the maze of present and future problems. The book combines the advantages of traditional history, in which the march of human events is presented directly and chronologically, with topically organized history, in which the emphasis is placed upon the development of basic themes in the political, economic, and cultural life of man. The book, written in the student's own language, is easy of mastery. The study helps are graded and varied. Repetition as a principle of learning has been employed in the supplying of previews for units and summaries for units and chapters. For each chapter there are prefatory questions, review questions organized around these questions, and a list of unfamiliar words in the chapter. Each unit has map exercises where called for, special projects, and a selected list of books about related subjects. Many pictures and maps are used. The book is divided into two parts: Part One presents the important events that were taking place at the same time in different countries, and Part Two provides a bird's-eye view of man's progress in the various areas of social endeavor. Deviating from the usual format used in history books, most of the pages of this book are arranged in two columns.
- CLYMER, ELENOR. *Little Bear Island*. New York 3: McBride and Co. 1945. 143 pp. \$2.00. This is the story of Keith and Jane as they travel alone on the train to the island home of their aunt and uncle for their vacation. At this island home they learn to swim, canoe, and fish. This volume, enriched with drawings, will make interesting reading for the slow reader in the junior high school.
- COOKE, D. C. *The Model Plane Annual*, 1945. New York: Robert M. McBride and Co. 1945. 192 pp. \$3.00. This 1945 edition, as are previous editions, is nontechnical in general scope, but technically accurate in all details. It is full of suggestions for the model plane builder. The *Annual* contains fifteen chapters illustrated with both flying and non-flying model plans, and a three-view salon containing more than a dozen detailed and accurate plans of famous aircraft. Emphasis is placed on how-to-build and techniques of building, flying, and servicing. It is designed for the builder who rides his hobby for pleasure rather than for one who looks at the interest from an engineer's standpoint.
- CRANSTON, ALAN. *The Killing of the Peace*. New York: The Viking Press. 1945. 304 pp. \$2.50. On May 27, 1916, a public meeting was held in Washington at which ex-President Taft was chairman, Senator Lodge a speaker, and President Wilson an invited guest. Taft and Lodge were already committed to a world organization for peace. Wilson's position was not known—they hoped he would support them. He did . . . From that day onward, day by day, the author of this devastating book chronicles the

fate of the League of Nations idea in America. Anyone who thinks he knows the story of the League fight will be astonished to reread the record today. It reads like a murder story—murder involving the lives and hopes of millions. In an unbroken series of factual entries, without editorial comment, the battle of giants and pygmies unfolds; the will of the vast majority goes glimmering, thwarted by personal malice and parliamentary tricks. Not least of the revelations is the part played by men who still figure in national affairs: Vandenberg, Bill Bullitt, and Hiram Johnson, for example. The picture that emerges in sharpest outline is a detailed view of a turning point in our history. This book is a factual record of how the will of the people was thwarted after one world war. Will history be made to repeat itself, or can these unhappy tactics of yesterday be a lesson for men of good will at the new turning point that we have reached?

DEUTSCH, BETTIE. *Heroes of the Kalevala*. New York: Julian Messner. 1945. \$2.50.

Kalevala may be roughly translated as Land of Heroes. It is of such a land and its people that this tale is told. The original epic is to the culture of Finland what the Iliad is to that of Greece. Here are the exploits of brave men, the wonder of strange journeys, the thrill of tremendous sea-fights, the fun of wooings and weddings and festivities. The pages are enlivened by a humor that recalls the charm of the Paul Bunyan tales.

DODD, J. H. *Applied Economics*. Third Edition. Cincinnati: South-Western Pub. Co. 1945.

575 pp. \$1.80. Workbook, 60c, and test booklet, 16c. The underlying objective of the book is to develop an effective understanding of the basic principles of economics so that the student will be a more intelligent citizen, consumer, and wage earner. To accomplish these objectives, it is necessary to develop general economic intelligence. The author presents the effects of some of the more important international problems of economics, such as those affecting money and exchange, the effects of tariffs on international trade, and the effects of world-wide cartels. These are all international problems which have a very direct effect on every consumer, wage earner, and citizen. The wide variety of functional illustrations makes the presentation of the principles of *Applied Economics* more interesting and meaningful. It is designed to make the fundamental principles more meaningful in terms of everyday problems of the individual. With *Applied Economics* an optional workbook may be obtained. This workbook provides (a) study and self-testing questions covering each chapter, (b) exercises on important terms, (c) a condensed summary that is to be completed after the student has studied the chapter, and (d) projects that require applications of the facts and principles contained in the chapter. An optional series of achievement tests may be obtained with *Applied Economics*. The series contains six achievement tests and a final examination. These are all of an objective nature. A teachers' manual will be furnished without charge to any teacher using this book as a regular classroom textbook. The manual contains answers to all the questions, problems, and projects in the textbooks; answers to the questions and problems in the workbook; and answers to the tests. In addition, it provides teaching suggestions for each chapter.

DUBOIS, J. H. *Plastics*. Third Edition. Chicago 37: American Technical Society. 1945: 447

pp, 214 illustrations (2 pages in 4 colors), and 52 tables. \$4.00. This book offers a simplified presentation of the manufacture and use of the important plastics materials and products, with tables of their properties, plus the basic design information required by engineers and designers. It explains in narrative and interesting form how various common materials and even waste or by-products are put together to form the several plastics materials now available for use. It gives an historical account of all plastics and traces the discoveries, development, and experimentations in such a manner that the reader quickly senses the drama involved, and builds up his interest at once. It omits formal chemistry, but explains what happens when various materials are handled in

certain manners—the production of plastics. It stresses how *all* plastic materials are used, what can be made with them, where to use various kinds, which will withstand fire, which can be remelted, how to form them into commodities, required tooling, machining, etc.

EWING, C. H., and HART, W. W. *Essential Vocational Mathematics*. Boston 16: D. C. Heath and Co. 1945. 270 pp. \$1.60. This book makes provision for the mathematical needs of students in twenty-two vocational subjects. It is carefully planned and graded. The arrangement of the subjects in the text and that of the topics within them is determined by the order of their usefulness. Arithmetic comes first and is emphasized throughout. It is followed by practical geometry, algebra, and trigonometry. Some of the vocabulary of geometry appears early, because it is needed for discussion and use of the geometric drawings that accompany vocational problems. *Instruction in geometry* includes all the practical geometry that is needed by students and workmen in the trades. Only those geometric facts are presented that are needed in at least one trade. Definitions are the modern ones in use among mathematicians. The selected facts are inferred from the results of measurements made by the students, and special attention is given to the application of all the geometric facts in vocational settings, both to motivate and to provide for transfer. *The instruction in practical algebra* is guided by the principle of *teaching through use*, for the instruction in algebra is integrated with the study of perimeters, areas, and volumes. *Instruction in trigonometry* is limited to that which is needed. The meaning and use of the tangent, sine, and cosine are thoroughly taught.

FARROW, E. P. *Psychoanalyze Yourself*. New York 11: International Universities Press, Inc., 227 West 13th Street. 1945. \$2.00. This book contains a full and detailed account of how to follow a practical method of self-analysis. The results Dr. Farrow obtained by the persistent application of the psychoanalytic method to himself were most remarkable. He succeeded in recollecting completely forgotten events of his childhood, and even infancy. This amazing technique enabled him effectively to cure himself of physical as well as of mental disturbances. While this book will be of great interest to medical men and psychoanalysts, it is nevertheless readily understood by anybody with no previous knowledge of psychoanalysis.

FLOHERTY, J. J. *Flowing Gold*. Philadelphia: J. B. Lippincott Co. 1945. 256 pp. \$2.50. Oil is perhaps the most exciting and important word in American economy of the immediate future. Here is the story of oil with all its romance, adventure, history and human interest. It deals with geologists exploring the jungles and plains, mountains, and ocean bottom all over the world; oil-well drillers probing miles down into the earth; amazing systems of pipe-lines—including the 1,400-mile Big Inch—and the rough-and-tumble men who built them; tank ships fighting their way through submarine wolf-packs and against the odds of the stormy sea; huge refineries where science and sweat convert the greasy crude oil into several hundred products ranging from high octane gasoline and synthetic rubber to beauty preparations for milady's dressing-table; insect farms where flies, mosquitoes, and household pests are bred by the millions only to be destroyed by insecticides or repelled by mysterious derivatives of oil.

FOOTE, DOREEN. *Modified Activities in Physical Education*. New York: Inor Pub. Co. 1945. 101 pp. \$2.00. A handbook of games, procedures, classification, and organization for pupils in junior and senior high schools who cannot participate in the regular physical education activities.

FOSTER, MULFORD and RACINE. *Brazil, Orchid of the Tropics*. Lancaster, Pa.: The Jaques Cattell Press. 1945. 314 pp. \$3.00. Here is a book that takes you to Brazil, land of the midnight blue macaws, purple orchids, and blonde monkeys. In a dugout canoe, you travel through the greatest swamp areas in the world to the Bolivian border and

enter dense virgin jungle forest to come face to face with poisonous snakes which have chosen giant air plants for their winter hibernation. With the Fosters, you may share the thrills of seeing rare orchids and giant air plants at the time of their first discovery, even before they have been named, for they have discovered over forty plants never before known to botanical science. True botanists, they transport their enthusiasm to their readers in such a way that learning about the unfamiliar world of air-plants and jungle gardens is fascinating and fun. During their adventurous excursions, the Fosters traveled deep into the malarial swamps of the voodoo land, to Espirito Santo and romantic Bahia, and to the great "Dedo de Deus" high in the "Alps" of Brazil. As a result, they have written a book that gives you an interesting, informative account of growth no longer dependent upon the soil, and a vivid picture of the country of Brazil.

GARNER, ELVIRA. *Little Cat Lost*. New York 3: Veritas Press, Inc. 1945. 10¼ inches tall by 8¼ inches wide. \$1.00. The kitten found himself left all alone at the end of a lonesome road. He started out bravely to find new friends and had many adventures before the boy and girl took him home. A former best-seller at two dollars with every page in color process.

GATTI, ATTILIO. *South of the Sahara*. New York: McBride and Co. 1945. 266 pp. \$3.00. The book relates perilous encounters with big game and strange people in the African wilds. It includes, in addition to members of many native tribes, some of the strangest, rarest, and least known creatures that inhabit the hinterlands of that still mysterious and ever-fascinating continent, Africa. The author not only relates absorbing tales of his discoveries in the realms of wild beasts, but also tells fascinating stories of the primitive people in this region.

GODAL, ERIC. *Spotty, the Flying Dog*. New York 3: Veritas Press, Inc. 1945. 10¼ inches tall by 7¼ inches wide. \$1.00. Spotty was the star of the circus, but he ran away to try the easy life of a farm dog. He met some strange adventures before deciding that a performer can never forget the glamour of the big top. Bright, four-color pictures and many lively sketches.

GOOD, C. V., Editor. *A Guide to Colleges, Universities, and Professional Schools in the United States*. Washington 6, D. C.: American Council on Education, 744 Jackson Place. 1945. 697 pp. \$5.00. The book is a guide to colleges, universities, and professional schools in the United States—information for the returning veterans eligible for college under the GI Bill. It is an entirely different kind of directory, far more comprehensive, far more specific than is usual. In addition to the usual data on location, kind of school, size, entrance requirements, curriculum, degree, tuition, there are dozens of special items of concern to the more mature GI, such as credit for work taken in the armed services, physical education requirements for veterans, housing available for married students, opportunities for part-time employment and local rates of pay, campus regulations on drinking, smoking, dancing, automobiles, chapel attendance, etc. The Guide was undertaken by the American Council on Education at the request of the Army almost a year ago. It took a large staff more than eight months to compile the data. The work was done at the University of Cincinnati under the direction of Carter V. Good, professor of education. The entire first printing of 12,000 copies goes to the Armed Forces—Army, Navy, and Marine Corps. A second printing of 8,000 copies is available to the general public.

GRISMER, R. L., MOLINOS, M. M., and CORBETT, E. D. *Easy Spanish American Reader*. New York 3: Longmans, Green and Co. 1945. 90 pp. \$1.50. The student can use this reader as soon as the preliminary instruction and drill on pronunciation are completed, without even waiting to acquire a minimum vocabulary of Spanish. Everyday situations—the school, the movies, the home, the hotel, the railway station—introduce a vocabulary that is both practical and one of high frequency. Not a single word of

English appears in the lessons (except in the vocabulary). Not a single word of English need be used in the teaching of the lessons. The basic setting is San Antonio, Texas. Reasons are found for frequent trips to famous places in Spanish America. In each place visited commerce, geography, politics, and history are considered, and great figures, such as Columbus, Bolivar, San Martin, Hidalgo, and others.

HEAL, EDITH. *Mr. Pink and the House on the Roof*. New York 3: Veritas Press, Inc. 1945. 10 1/4 inches tall by 7 1/4 inches wide. \$1.00. Mr. Pink was a mild little man who owned a button factory and hated zippers. But the Copley family changed his whole life. First, they built a house on the roof of his factory. Then they made a chemical garden, an outdoor fireplace, and even thought of keeping a cow. A lively and humorous story with many four-color pictures.

HOKE, HELEN. *Mrs. Silk*. New York 3: Veritas Press, Inc. 1945. 11 1/4 inches tall by 8 1/2 inches wide. \$1.00. The little cocker spaniel was an alarm-clock dog. She woke up the Parkers every morning. But one day she failed, and everyone was late. When they went to the kitchen and saw the reason for Mrs. Silk's lateness, they didn't mind. Full-page color pictures in process throughout.

HOKE, HELEN. *Rags' Day*. New York 3: Veritas Press, Inc. 1945. 11 1/4 inches tall by 8 1/2 inches wide. \$1.00. Rags was a lively wire-haired terrier who went to school every day with Jack and Betty. When they saw him waiting for them as they came out hours later, they thought he must have been very lonely. But Rags had a busy time going about his own interesting affairs, which are shown in beautiful color process pictures in this prize dog book.

HOLBERG, R. L. *Michael and the Captain*. New York: T. Y. Crowell Co. 1945. 114 pp. \$2.00. Michael of Serbia hears of Captain John Smith. With the thought of Turkish oppression in his mind, Michael joins up with the Captain. The story is an account of the life of the Serbs in the seventeenth century—the Christians and Tartars, the land they lived in, and the way they lived. It is an enticing story of a Serbian family, working, playing, and building a future together.

JERSILD, A. T. *Child Psychology*, Revised. New York 11: Prentice-Hall, Inc. 1945. 592 pp. \$3.00. This is a book on child psychology which does not reduce children to the two dimensions of a chart or graph. Some of the topics covered are the influence of training and growth, the social and emotional effects of environment, the influence of heredity and environment on intellectual growth, the modifiability of personality traits, the influence of "newer" educational practices, and normal and problem behavior at various age levels.

JOHNSTONE, B. K. *Building or Buying a Home*. New York 16: McGraw Hill. 1945. 154 pp. \$2.75; net school price \$1.83 f.o.b. New York. This book covers in a broad sense the acquisition of a home which will meet the particular needs of the individual family group. All the things that will influence the buyer are listed, from the proper selection of a mortgage, location, architect, contractor, etc., to a list of all the pitfalls which can be circumvented by careful planning and study. The book gives an excellent background for checking the material which goes into the house. It also discusses the relationship between owner, architect, and contractor. To the buyer of a ready-built house, it covers many details which should be inspected in considering the purchase of a home.

KAEMPFERT, WALDEMAR. *Science Today and Tomorrow*. Second Series. New York: The Viking Press. 1945. 279 pp. \$2.75. Science today is moving forward at a breathless pace. The war has greatly accelerated research and invention, particularly in the physical sciences. So fast is the advance of science and technology that already some of the articles in the first series of *Science Today and Tomorrow*, published in 1939, are out of date and omitted from this new volume. More than half of the material in this second series is new, and records the influence of the war and the increasingly impor-

tant social effects of science, effects which, as the author points out, are the growing concern of governments as well as of research scientists. The new material includes articles on the new "miracle" drugs, penicillin and the sulfas; synthetic rubber; psychiatry and brain surgery; socialized medicine; vitamins; the search for substitutes; our chemical future; electrons; the possibility of living forever. There is the chapter "Through Science to World Unity," a most provocative proposal for a World Scientific Commission.

KATES, E. J. *Diesel-Electric Plants*. Chicago 37: American Technical Society. 1945. 272 pp.

\$3.75. Since the first edition of this book came off the press several years ago, the use of Diesel engines and Diesel-electric equipment has increased in an astounding manner. This has been due in large part to the war, but, even before it started, the use of Diesel equipment was rapidly increasing. For instance, in the last prewar year (1941), Diesel engines with a total of 4,600,000 horsepower were built, as compared with 1,850,000 in 1936. It has been reported that in 1944 the Navy had 52,000,000 Diesel-engine horsepower and each month was commissioning more Diesel horsepower than steam. To do justice to such developments, it became necessary to revise thoroughly and enlarge this book (from 181 pages to 272 pages). This material is presented in as clear and as practical a manner as possible and with a minimum of mathematics. The book will be of value to anyone interested in Diesel-electric equipment; it is especially adaptable to classroom use.

LANDIS, P. H. *Adolescence and Youth*. New York 18: McGraw-Hill. 1945. 470 pp. \$3.75.

The author of this significant new book shifts the perspective from the internal mechanisms which presumably provoke adjustment problems, to the social structure which impinges upon the organism. It is based on the assumption that adolescents and youth in contemporary society experience difficulty in attaining maturity primarily in three fields: the moral, the marital, and the economic. This book is the first to recognize the problems of three adolescent-youth groups: town, village, and open country.

LASLEY, S. J., and MUDD, M. F. *The New Applied Mathematics*, Third Edition. New York: Prentice-Hall, Inc. 1945. 431 pp. This book is designed to equip high-school pupils for everyday needs. The testing and learning program for the fundamentals of arithmetic is so organized that one group of skills is learned before the pupils proceed to the next group. Recurring practices in skills, applied uses of the skills, vocabularies at the beginnings of chapters, and optional exercises provide for the varied needs of individuals. The tests are based on the use of mathematical skills in the home, in business, and in industry.

LEIGHTON, A. H. *The Governing of Men*. Princeton, N. J.: Princeton Univ. Press. 1945.

404 pp. \$3.75. Commander Leighton is a psychiatrist and anthropologist who was assigned to the Japanese Relocation Center at Poston, Arizona, to "apply the methods of social science" to that troubled community—to find out in terms of human relationships what was working well and why, what was going wrong and why, and attempt to draw general principles from that experience. Under the sponsorship of the American Council, Institute of Pacific Relations, Commander Leighton has prepared this book from the material which went into his official report. The first part is a clinical account of the strike at Poston and the attitudes, tensions, and frustrations of both administrators and administered. The relocation camp afforded a remarkable opportunity to observe people under stress. In the second section of his book, general principles and recommendations are presented—and this material is drawn from other sources besides Poston.

LIU, B. A. *Educational Research in Major American Cities*. New York 27: Columbia Univ.

Press. 1945. 184 pp. \$2.00. This study is an inquiry into the organization, activities, and accomplishments of a selected number of city school research bureaus in the larger city school systems of this country. Bureaus in twelve out of the thirteen cities with populations greater than 500,000 were selected for investigation. The purpose of the

study is to formulate a set of general principles which will guide those who are concerned with the establishment of similar bureaus of research in other school systems, here and elsewhere, or with the reorganization of existing bureaus with a view to increasing their efficiency and usefulness.

- LOTZ, P. H. Editor. *Distinguished American Jews*. New York 17: Association Press, 347 Madison Ave. 1945. 107 pp. \$1.50. Furthering the aim of making known and giving recognition to the personality behind the career of noteworthy individuals in various walks of life, this new volume of *Creative Personalities* presents twelve men and women of diverse talents and backgrounds who have at least two bonds in common — American citizenship and Jewish ancestry. Obviously, this group is not all-inclusive, either of the vocations or of distinguished American Jews. These particular persons were selected by Dr. Lotz as representative of the professions and of the genius which has enriched or is now enhancing the culture of our country. Included in this group of influential citizens are a journalist, a nurse, a statesman, a rabbi, a scientist, a writer, an actor, a violinist, a doctor, a motion-picture producer, a founder of a movement, and a justice of the Supreme Court. All of them are widely known for their brilliant achievements and their fine character. Here in this book you meet them as persons and see the development of qualities and talents which have made them famous. Much of this biographical data has not previously appeared in print.

- MACLAY, TONY. *Trouble on the Ark*. New York 3: Veritas Press, Inc. 1945. 10 1/4 inches tall by 7 1/4 inches wide. \$1.00. When the animals began to fight inside the ark, they almost wrecked the ship, but they finally realized they had to get along together. The pages are filled with animal drawings in four colors.

- MAI-MAI SZE. *Echo of a Cry*. New York 17: Harcourt, Brace, and Co. 1945. 203 pp. \$2.50. The story of a Chinese girl whose father was in China's diplomatic service. As quite a little girl, she went first to England, where she received her early education. Then she came to America, with more schooling in Washington and then at Wellesley. Several chapters are devoted to her later stay in France. This account of her childhood spent in foreign lands is one that will be enjoyed by its readers.

- McCASLIN, H. J. *Wood Patternmaking*. New York 18: McGraw-Hill. 1945. 374 pp. \$2.25. Here is a tested, step-by-step approach to wood patternmaking, so well-planned that the student can easily grasp principles of construction and apply them to any job. Standard practice of modern industry is presented throughout the book, giving the student real preparation for a job or for advanced training. Part One takes up the study of wood suitable for pattern work, pattern classification, materials used, pattern features and details, pattern layouts, principles of molding and core-making, and the construction of twenty-eight patterns through work done with bench tools. Part Two takes up wood turning. Through the careful selection of twenty-seven patterns and core boxes requiring the use of the lathe in their construction, all phases of the lathe, the mounting of work, and the manipulation of turning tools are presented.

- McCRACKEN, HAROLD. *Sentinel of the Snow Peaks*. Philadelphia: J. B. Lippincott Co. 1945. 151 pp. \$2.00. This is the story of one of the author's many exploring trips to Alaska. It is the story of the Great Malaspina Glacier region near Mt. St. Elias on the boundary between Alaska and Yukon. There, in a spot where no white man had been before him, he studied the Alaska White Mountain Sheep. This story of Lucky, an Alaska mountain ram, gives the reader a wonderful sense of sharing the beauty and grandeur of the Arctic. For age eleven and up.

- MILNE, A. A. *A Gallery of Children*. Philadelphia: David McKay Co. 1925. 125 pp. Contains twelve short stories which even high-school pupils will enjoy reading. The stories, together with the twelve illustrations and the format of the book, will have a real appeal to the youthful reader.

MONTGOMERY, E. R. *The Story Behind Great Inventions*. New York 3: Robert M. McBride and Co. 1944. 254 pp. \$2.00. Here are the dramatic stories of how the rushing streamline train, the mighty submarine, the airplane, the typewriter, the tractor that became a tank, the motion picture, the radio, and all the other great inventions of modern times, came out of the minds of their famous inventors. Beginning with the invention of printing, the author tells the story of all the great inventions down to the present day. Not only does she explain them in simple language, but she dramatizes the scenes in which they were conceived and finally perfected.

MONTGOMERY, E. R. *The Story Behind Great Medical Discoveries*. New York 3: Robert M. McBride and Co. 1945. 247 pp. \$2.00. In this book the author presents many tense scenes, from the time that Dr. Harvey in the seventeenth century showed how the blood circulated, to the twentieth century when Professor Alexander Fleming discovered the mold that kills certain bacteria in the human body—Penicillin. The Sulfa Drugs, Allergy, the Radio Knife, Phagocytes, Plastic Surgery, Vitamins, the Bronchoscope, the Iron Lung, Metabolism, and the Germ Theory are but a few of the ultramodern subjects which the author includes in her panoramic picture of the marvelous advances that have been made in the ever-evolving world of medical science.

MONTGOMERY, R. G. *Sea Raiders Ho!* Philadelphia 6: David McKay Co. 1945. 224 pp. \$2.00. All the adventure, hazards, and suspense of submarine fighters are in this story of fast action in the Pacific. "Tom Neeley and Spike Edwards sat on a railing looking over the grounds of the submarine school. They had arrived from boot camp that day. In spite of a determination to show no surprise and no greenness, they were both bursting with excitement." And from that time on through the tough tests in a compression chamber, with a Momsen Lung, etc., until they are assigned to the Seahorse as torpedo men there are plenty of experiences which warrant this excitement. Because of previous commando training the two are among the small group selected to rescue marine scouts dropped by parachute on an unnamed island. This job, which ends in the firing of an ammunition dump, is just the beginning of narrow escapes that culminate in a daring sneak attack on shipping along the coast of Japan itself.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Yearbook for 1946*. Chicago 37: The Society, 5835 Kimbark Ave. 1946. The Forty-fifth Yearbook includes two volumes: Part I, *The Measurement of Understanding*; Part II, *Educational Administration*. Part I is addressed primarily to classroom teachers. The early chapters of the volume discuss the nature of "understandings" as distinguished from other learning products such as skills and factual knowledge; the importance of teaching and of measuring understanding; and the methods of obtaining evidence of the status or progress of pupils in the attainment of understanding which function in life situations. The second section of this volume comprises twelve chapters containing examples of devices for measuring understanding in important subjects of instruction at the elementary and secondary-school levels. Part II of the yearbook is, as the title suggests, addressed primarily to present and prospective school administrators. The volume deals with fundamental problems pertaining to the administration of schools, beginning with a discussion of the need for a reorientation of educational administration. Emphasis is placed on the foundations of administrative policy, as supported by theory, experience, and research. Each of these volumes constitutes a significant contribution to the literature of its field and a substantial addition to the series of yearbooks published by the Society.

The Newspaper, Its Making and Its Meaning. By members of the staff of the *New York Times*. New York: Charles Scribner's Sons. 1945. 207 pp. \$2.00. This book is composed of addresses delivered by editors and staff members of the *New York Times* to New York public school teachers in the spring of 1945 under the auspices of the Board of Education of New York City. The series was sponsored by the *New York Times*, and

the book has a foreword by John E. Wade, Superintendent of Schools, Board of Education of the City of New York. The use of the newspaper in the schoolroom in the study of journalism, current events, civics, and allied subjects is thoroughly covered in the "Report of Discussions, based on the *New York Times Lectures*" which concludes the book.

NOLEN, E. W. *Secret on the Potomac*. Philadelphia 6: David McKay Co. 1945. 215 pp. \$2.00. This story of how Marcia Dene helps to solve the secret of the identity of her closest friend, Todd Bartholomew, is full of the flavor of our country's early capital during the exciting days of the War of 1812. "The heavy carriage jolted along the rough road on the outskirts of Washington, and Marcia sighed as she tried to settle more comfortably into the corner of the seat. 'Seems to me we'll never get home,' she grumbled. 'I can't see why Father had to send for me, anyway. Everybody knows there isn't going to be a war.'" But Marcia was wrong, for immediately after her return from school in Philadelphia to the nation's new capital, the country was thrown into the war. And this was the beginning, too, of the unravelling of the mystery which surrounded her friend, Todd. That their long horseback rides and talks together should end in his running away to England was hard for Marcia to believe. It brought many lonely months afterwards. But her mysterious discovery at her first big ball was an important one which plays a big part in bringing the story to a surprising end. Dolly Madison's escape from the burning capital with the famous Stuart portrait of George Washington is just one of the thrilling adventures in which Marcia and Todd have a place.

NORLING, JO and ERNEST. *Pogo's Mining Trip*. New York 10: Henry Holt and Co. 1945. 42 pp. \$1.25. The story of John and his dog driving to the mountains where gold is found. Here John learns the story of gold and how it is mined and pulverized. While written for the youngest reader, it is a book that will develop a reading interest in the junior-high-school pupil who has extreme reading difficulties and as a result reads little.

OSBORNE, L. P. *They Change Their Skies*. Philadelphia: J. B. Lippincott Co. 1945. 235 pp. \$2.50. That men may change their skies but not themselves is as true today as when Horace said it. Still, when you have an aggregation of such widely differing people as gathered in Dona Elena's hospitable patio, with the peaceful, warm clouds of Honduras floating above and war sounding echoes in the distance, the *status quo* is fairly sure to be both restless and explosive. With exquisite lightness of touch, respecting her characters as she respects her craft, Letitia Preston Osborne weaves together the lives of individuals so disparate as Isabel the American girl; British Mr. Pomfret; red-blooded Pepita; Maria the cook; and Carmen, who looked like a "little saint who had just stepped down from a garden niche"; a faintly sinister Mexican with his fighting cock; Fritz Abrams and the Holtzes, refugees from Hitler's Reich; gracious Dona Elena; pleasant, ordinary Ralph, for whom life held a huge surprise; and a woman explorer who lives by the Ouija board.

Our American Neighbors. Prepared by the Co-ordinator of Inter-American Affairs. Washington 8: Public Affairs Press, 2153 Florida Ave., N. W. 1945. 280 pp. \$3.00. Here is a book as colorful, as fascinating, and as exciting as Latin America itself. In words that all can understand and in illustrations that all will enjoy, there are vividly presented in these pages the history, achievements, economic characteristics, and cultural contributions of each of our neighbors to the South. Here is the next best thing to a trip through Brazil, Chile, Uruguay, and the other seventeen Latin American nations. Here you can visit each of these countries and get to know them all almost as intimately as their inhabitants. Here you can see, as though at first-hand, glittering cathedrals and steaming jungles, beautiful cities and ancient villages, modern factories and primitive settlements, towering mountains and lonely valleys. Here, in short, is Latin America in all its old world grandeur and new world glory.

- PLUMRIDGE, T. C., BOYD, JR., R. W., and MCKINNEY, JR., JAMES. *Machine Tool Guide*. Chicago 37: American Technical Society. 1945. 784 pp. \$7.50. The *Machine Tool Guide* shows drawings, dimensions, specifications, and all important data on machine tools and machines such as Automatics, Boring Machines, Broaching Machines, Contour Machines, Drilling Machines, Duplicators, Gear Cutters, Grinders, Hobbing Machines, Lathes, Milling Machines, Planers, Presses, Shapers, Slotters, and Tapping Machines. Sixty-one of the most important manufacturers in the country have co-operated in the preparation of this factual material. Bound in hard cover with binding posts, this book has all of the advantages of a loose-leaf binder plus the strength and durability necessary for years of hard use. The size of the book is $8\frac{1}{2}$ " x 11".
- POLISHOOK, W. M., BEIGHEY, CLYDE, and WHELAND, H. E. *Elements of General Business*. Boston: Ginn and Co. 1945. 389 pp. \$1.76. The book is written with the purpose of laying the foundation of a functional economic life and of serving a first course for those pupils who intend to follow a business career. The book is divided into units, each representing an area of subject matter, with a further division of the unit into chapters. Each chapter begins with an interesting story, anecdote, or discussion which introduces the concepts emphasized in the chapter and helps to interest the pupil in what follows. Vocabulary studies, questions for discussion, practice exercises, related arithmetic problems, and activities and assignments divided into three groups intended to challenge the individual differences of students, as well as to carry over school experiences into the life of the community, are included in this book. A workbook which accompanies the text contains a number of directed experiences which afford diversified projects, exercises, and tests to round out the pedagogical development of the book.
- POLLACK, PHILIP. *Careers in Science*. New York 10: E. P. Dutton and Co., Inc. 1945. 222 pp. \$2.75. Science is probably the most promising of all postwar job fields, because war has greatly accelerated the speed of scientific advance. Every day new careers are opened up as the result of research in laboratories—and research itself is fast becoming a major career. Philip Pollack, an authoritative writer on technical subjects, steers aspiring scientists deftly through the maze of job opportunities in science. Beginning with a survey of the whole field, he then discusses general qualifications needed, after which he takes up in turn the broad divisions of scientific endeavor. There are two chapters on chemistry as a career, two on physics, three on biology, one on geology, and a special chapter on woman's place in the laboratory. All told, *Careers in Science* covers more than seventy specific occupations and fifteen different branches in the field of science. A concluding chapter deals with future occupational prospects in each branch.
- RAESLY, E. L. *Portrait of New Netherland*. New York 27: Columbia Univ. Press. 1945. 370 pp. \$4.00. Here is a comprehensive picture of Dutch colonial life and culture, as colorfully detailed as a Brueghel painting. Based on a study of the written records left by seafarers, colonists, political figures, missionaries, court secretaries, notaries, and men of literature, this book portrays the spiritual life and thought of our Dutch ancestors, their social and political philosophy, their exchange of ideas with the Indians, and their literary aspirations. It reveals the soul of New Netherland. To the New World from Holland came company clerks and soldiers, cutlers, ribbon weavers, wheelwrights, merchants, and professional men. They were in the main hard-working and honest people, kind, good-natured, fun-loving, tolerant, and endowed with extraordinary common sense. Dr. Raesly lets them speak for themselves in lines which bring to life their feelings, passions, and ideas and explain why, to the present day, the descendants of these Dutch colonists have displayed a democratic spirit and have contributed richly to our American culture.
- RATCLIFF, J. D. *Science Year Book of 1945*. New York: Doubleday, Doran and Co., Inc. 1945. 224 pp. \$2.50. Here are the scientific marvels of the year summed up in the

fourth annual volume of this popular-science series. With articles chosen for their readability and reliability, the author covers the latest, most exciting developments in the world of medicine, physics, chemistry, aviation, and other sciences. This year the collection particularly dramatizes the race between those inventions which destroy human life (the rocket bomb) and those which preserve it (penicillin).

ROSENBERG, R. R. *Essentials of American Business Law*. New York: The Gregg Pub. Co. 1945. 384 pp. \$1.40. The book is a relatively brief, nontechnical presentation of the practical phases of business law that are closely tied up with everyday business and social affairs. Although the book is concise (ideally suited for a one-semester course or its equivalent), it covers a representative selection of topics in business law. *Essentials of American Business Law* is based on a modified, inductive-deductive approach that stimulates and maintains active thinking. Each chapter in the book opens with five thought-provoking "Do You Know" questions, pertaining to the topic treated in the chapter. The chapters are subdivided into sections, each of which develops an important principle of law through the presentation of: (1) problems for study and analysis, (2) the law involved in each problem, and, (3) illustrative examples (problems and solutions) showing applications of the major points studied in the section. A full page of additional cases and problems for analysis and discussion concludes each chapter. An informative glossary of important legal terms including definitions is given in the latter part of the book. It is written in simple language and a straight-forward, easy-to-read style. The book is illustrated throughout with special drawings that vividly depict legal situations, clarifying and adding interest to the material presented.

SHERMAN, M. A. *Some Principles for Evaluating Shorthand Systems*. New York 27: Columbia Univ. Press. 1945. 80 pp. \$1.25. This study seeks to establish an objective basis on which shorthand systems can be universally evaluated. There are many current systems of shorthand, each making high claims for its own efficiency; and since there are some 400,000 students of shorthand in the United States, the importance of discovering a way to tell the good and bad points of a particular system is self-evident. The author states certain fundamental assumptions regarding efficiency factors in both writing and reading. He then shows how to test these factors by use of statistical formulas. Having obtained data on fourteen systems from their authors or expert writers, the author applied his formulas to this material. His results are presented in a series of interesting tables.

SHULER, E. W. *Rocks and Rivers of America*. Lancaster, Pa.: The Jaques Cattell Press. 1945. 316 pp. \$4.00. Richly illustrated with photographs of notable landscapes and other types of geological phenomena, gathered from almost every state, this book discusses many of the questions that have been asked about the earth for generations. What is the origin of granite and of sandstone? Are the hills eternal? How old is the earth? What causes caves? Will the "Dust Bowl" of the 1930's repeat itself? What parts of America are *worth seeing*? These and other ever-recurring questions about the landscape are discussed by the author, widely traveled geologist and teacher. The book deals with practical, everyday things such as why shingles rot; why Buffalo-grass and other native grasses should again be planted in the Middle West and Southwest; how we should conserve our soil heritage—and it explains them in simple terms. The author writes about rock crystals, table salt, and snowflakes; and their beauty and mystery as seen under the microscope. To explain earth scenes better, the book occasionally dips into the field of scientific speculation. With no rains, no winds, no vegetation, what is the surface of the moon like? What is happening to our own earth under the destructive attacks of water and ice, of winds and the atmosphere? It is for the earth "never a winning fight, for the end is the destruction and the wearing away of the lands."

SMITH, A. H. *Economics for Our Times*. New York 18: McGraw-Hill. 1945. 354 pp. \$1.88. This book offers a full account of the changes in living and working which have taken place during the last ten years, and gives the student a clear, comprehensive picture

of modern economic life in all its phases. Written from the consumer's point of view, it emphasizes everyday economics and the practical application of economic principles in everyday life. Latest developments are presented, including war economics and reconversion. Thoroughly understandable language, interesting presentation, modern illustrations, and helpful teaching equipment adapt this book outstandingly to today's needs in the economics course.

- SMITH, A. H. *Your Personal Economics*. New York 18: McGraw-Hill. 1945. 650 pp. \$1.96. This book gives secondary-school students, clear understanding of their personal economic problems and help in solving them. It deals with such practical aspects of everyday economics as personal income, budgeting, economical buying, saving and investing, proper use of credit and banking services, purchasing life insurance, and renting or owning a home. *Your Personal Economics* was developed in Mr. Smith's own classes to answer the many questions his students asked about their personal life-management problems. Written in concrete language and appealing style, this book seeks not only to provide information, but also to develop a background of economic understanding that will equip the student to deal successfully with the economic problems he will meet now and later in life. Complete information is included about agencies which serve and protect the consumer. Helpful information is provided also on occupational problems such as finding and holding a job. Thirty practical problems give the student experience in applying principles to everyday life situations.
- SOWERS, J. I. *Visualized Projects in Woodworking*. New York 18: McGraw-Hill. 1945. 89 pp. \$1.60. Here is a book presenting a wide variety of interesting projects in woodworking, suitable for beginners, for students of greater ability, and for advanced students. Offered in *visual form*, the projects are easy to understand and carry out, because the finished product and each step in its construction and completion can be seen at the very beginning. Everything in the book is devoted to the *work phase* of industrial arts, so that the student can concentrate on woodworking construction. Instruction sheets accompany all projects and provide real help in doing the work required. This book (page size, 11" x 8½") will prove equally suitable for junior and senior high school students, for mixed grades, and for rehabilitation training.
- STEINMAN, D. B. *The Builders of the Bridge*. New York 17: Harcourt, Brace and Co. 1945. 457 pp. Brooklyn Bridge is the monument to two great Americans, John Roebling and his son, Washington Roebling, whose genius and courage, in the face of public skepticism and professional hostility, made it one of the engineering wonders of the world. This book tells the full story of the two dramatic careers that had their climax in the building of the Brooklyn Bridge. As a rebellious liberal fleeing Prussian oppression, John Roebling came to Pennsylvania in 1831 and founded a farming colony. But he soon saw that America's greatest need was canals, railroads, and bridges to make its vast resources humanly useful. With his revolutionary invention of wire rope, he fought for years to prove that suspension bridges could be built that would safely carry the heaviest loads over the longest conceivable spans. When others said it could not be done, he built a span across Niagara to carry railroad trains. After years of heart-breaking strain, he completed his great Ohio River bridge at Cincinnati. Finally came the opportunity to build his dream span, the Brooklyn Bridge. Working feverishly, he completed his plans, and then, within sight of his goal, a construction accident ended his life. His soldier son, whom he had trained to be his successor, carried the task forward, working with his men under and over the river, until he fell victim to the dreaded caisson disease. Bedridden, he continued to direct the work from his Brooklyn home overlooking the bridge. In 1883, with the opening of the span, the world applauded the creation of the poem in granite and steel that is the Brooklyn Bridge.
- STEWART, G. R. *Names on the Land*. New York 22: Random House, Inc. 1945. 418 pp. \$3.00. The author of *Storm*, Book-of-the-Month Club selection and national best seller,

contributes another book unique in the field of Americans. With a wealth of historical and anecdotal detail, he traces the origins and evolution of the principal place-names in the United States, and every American should find fascination in the discovery of the strange circumstances by which names long familiar came into being. As a treasury of national lore and as a source book of historical information, this volume provides an entirely new adventure in the rediscovery of our past. Although a thin scattering of Indian names existed before the coming of the white men, the giving of non-Indian names to places in the United States really began on April 2, 1513, when Ponce de Leon sighted the coast and gave it the name Florida. Since then place names are counted by the hundreds of thousands. How they came into being is intimately associated with the legends and the history of our country. This book tells in exciting narrative the exploits of Spanish, French, Dutch, and English settlers and constitutes a history of the United States from an entirely new viewpoint. It tells of individuals such as John Smith, who named New England, and James Ashley, who named Montana and Wyoming. It gives in detail the origin of the most important names — of states, cities, and the larger natural features of the country. It also deals with the folk-habits from which many thousands of less important names have arisen, and even touches upon the origin of street names. This history of place-naming covers a period of more than four centuries, during which time names have arisen in every conceivable fashion — by description, by patriotic commemoration, by ownership, by accident, and even by irony. Humor has been a motive, along with love of beauty, religion, advertising, and sheer vanity. Written as a continuous narrative, this original contribution to American lore holds constant fascination for people from every section of the United States. It provides information which entailed a vast amount of detailed and original research resulting in an absorbing story, precise in detail but always exciting in the telling.

This Is South Africa. New York 18: The Director, Union of South Africa Government Information Office, 500 Fifth Ave. 1945. 52 pp. Free. This booklet, attractively illustrated, is an introduction to the Union of South Africa — that other U. S. A. which has much in common with the United States of America. It is also a contribution to international understanding. The booklet is one that will be exceedingly interesting to high-school teachers as well as pupils. Here is an enticing story, interestingly told, about a country that is little known in the United States.

TODD, L. P. *Wartime Relations of the Federal Government and the Public Schools, 1917-1918.* New York: Bureau of Publications, Teachers College, Columbia University. 1945. 248 pp. \$3.15. This account of our educational experiences during the crisis years of 1917-1918 should be of use to us in charting the course of public education during the troubled years that lie ahead. The study opens with an examination of the methods employed by the Federal authorities to arouse enthusiasm for the war. Later chapters reveal how the public schools were used to stimulate patriotism, to further military training, to improve health, to conserve food, to sell war bonds, and to train skilled workers. Two chapters discuss the attempts of the Federal authorities to deal with the problems of war hysteria and the acute shortage of teachers. The extent to which these wartime activities affected the normal relations of the Federal government and public education is one of the central themes of the study. Thoroughly documented, the book will be of interest not only to school administrators, but to historians concerned with the social, cultural, and educational development of the United States.

TUNIS, J. R. *A City for Lincoln.* New York 17: Harcourt, Brace and Co. 1945. 292 pp. \$2.00. Don Henderson, young basketball coach of the Springfield Wildcats, is the hero of this stirring novel of small-town America. The Wildcats win the Indiana State Basketball Tournament, and their coach is for the moment the most important citizen in the state. He heads the new Division of Juvenile Aid for the police department in Springfield, but his useful work is interrupted by political wire-pulling. Several leading

citizens succeed in abolishing the Division overnight. The editor of the town's only liberal paper and the C.I.O. official in one of the factories persuade Don to run for mayor. The boys and girls of Springfield play an important part in Don's campaign, as thrilling a contest as any struggle between big league baseball teams in their drive for the pennant. Before the photo finish, Don and his supporters work straight through the last two days and nights. When the final votes are in, Don is asked to make one more speech to the crowd. He looks into the faces of the people who have worked to elect him because they believe in democracy and know that he does, too. Then he gives a toast — "To America — with love." Those words could also be the dedication for this book.

WILLIAMS-HELLER, ANN. *Cooked to Your Taste*. New York: Essential Books. 1945. 234 pp. \$2.00. A cookbook devoted exclusively to the lowly vegetable — how simultaneously to preserve its nutritive values and to present it in a form as attractive and palatable as possible. Contains guides and charts for analysis of nutritive values, and for proper purchasing, storing, cleaning, cooking, and seasoning. Besides basic methods of preparation, contains many "different" and imaginative recipes calculated to appeal even to one whose taste for vegetables has been dulled by long years of exposure to incorrect and insipid cooking. Special sections devoted to preparation of salads, dressings, and sauces.

WILT, RICHARD. *Too Big Feet*. New York 3: Veritas Press, Inc. 10¼ inches tall by 7¼ inches wide. \$1.00. The little Indian boy sounded like a giant walking through the forest — his feet were so big. He fell in the water and scared away the fish. He tipped over the canoe. But one day his big feet saved the tribe. Story and drawings of rare humor. Every page in color.

WOELFEL, HERMAN, and TYLER, I. K., editors. *Radio and the School*. Yonkers-on-Hudson 5, N. Y.: World Book Co. 1945. 358 pp. \$2.12. This book has been written for school administrators and teachers in an attempt to clarify the position of radio in education. It offers many valuable suggestions for the use of this medium. It embodies the findings and judgments of the Staff of the Evaluation of School Broadcasts, a research and service project engaged for five years in analyzing the educational values of radio in schools and classrooms and in studying the social and psychological effects of radio listening upon children and young people. The book indicates that schools generally are not making full use of the possibilities of radio. Research studies carried out at Ohio State University and the University of Wisconsin indicate the value to be obtained from classroom use of radio.

A discussion of network and specific area broadcasts reveals what is available for use in the schools. How teachers use school broadcasts and the place of radio in the curriculum add to the value of the discussion. Considerable space is given to the use of recordings, their value in education, and a list of sources from which they may be secured. There is a discussion of student broadcasting, its problems, values, and procedure. The value of out-of-school radio, the cultural contributions of radio, the development of program discrimination, and a study of radio sound equipment complete the discussion.

WOOD, W. R., HUSBAND, JOHN, and BACON, F. L. *Fact and Opinion*. Boston 16: D. C. Heath and Co. 1945. 704 pp. \$2.20. This book on non-fiction prose concentrates on the literary forms which high-school students habitually seek for their reading. The material represents the best balance between current interests and permanent values. It is not just a collection of nonfiction, but a collection aimed directly at the high-school student to stimulate: (1) careful examination of values and their application; (2) active and continued interest in problems and situations which the pupil can recognize as being significant to him; and (3) the desire to extend understanding of the problems through wider reading in the directions suggested by the text content. Understanding

and unity between the North American and the South American nations is of such increased importance that eight of the text selections deal with aspects of life on the two continents. The full-length autobiography of Otto Eisenschiml, a foreign-born American, is a fascinating story, and the observations of the author are especially pertinent today. The book includes editorials, news features, reviews, digests, articles—the short forms which play an increasing part in modern literary communication; and excerpts and condensations—the longer forms which provide practice in sustained reading. The final 71 pages, "For Better Thinking—A Pupil Guide to Home Study and Classroom Discussion," arouse the student to read further and investigate the facts and opinions.

WOOD-SIMONS, MAY. *Everyday Problems in Economics*. Chicago 37: American Technical Society. 1945. 554 pp. \$3.50. This book will help both the fact-seeking citizen and the student better to understand the nature of present-day problems of American society. It offers an insight into the relation of these problems to the past and their possible effect on the future. For the citizen who draws from the newspaper and radio his fund of doubts and misgivings about our economic ills, this book is a ready handbook of facts. It is written concisely and clearly in a new and refreshing manner. The subject is approached from the wider viewpoint of the consumer rather than that of the producer. This book is more than a comprehensive introductory text to the study of economics. Not only does it probe and examine the nature of our basic economic and political institutions, but it also interprets them in the light of contemporary problems common to all of us. Both an extensive Index and a Dictionary of Economic Terms, summarizing the specialized economic application of many words and terms not ordinarily found in an abridged dictionary, should prove especially helpful to the reader.

Young Voices. New York: Harper and Brothers. 1945. 401 pp. \$3.00. This anthology gives a rare and priceless glimpse into the minds and hearts of American youth. Here, for all whose ears are attuned to the adolescent search for self-expression, is recorded the voice of a generation. Much of the writing in this volume is of surprising excellence. The technique of these short stories, poems, and essays seem to indicate far greater maturity than is actually the case, since the ages of the writers range from fourteen to nineteen years. Technical perfection, however, will not be the wise reader's first criterion for enjoyment of these pages. He will cherish the insight they give into the content, rather than the form of young America's thoughts. The writers have been unusually sensitive to the great social experiences of their times, and through the years have shown a growth of social responsibility. But their generous young protests against social and racial injustices are only one facet of their reflection of the world around them—its beauty and its ugliness alike. It is an anthology which will prove richly satisfying to everyone interested in good writing.

YOCUM, L. E. *Plant Growth*. Lancaster, Pa.: The Jaques Cattell Press. 1945. 203 pp. \$3.00. The author shows how soil, water, temperature, and air all move together to create the mature plant. Easily understood illustrations, supplemented by clearly phrased comment, enable the reader to acquire a vivid picture of plant growth by watching his own flower or vegetable garden's progress. The author not only discusses the fundamental principles of plant growth, but also discusses many of the newer theories of plant culture. For the layman who wants to go beyond the seed catalogue knowledge of plants and understand the relationship between the laws of nature and the growth of plants, this book will be read with intense interest.

YURCHAK, P. P. *The Club Leader's Handbook*. New York: Harper and Brothers. 1943. 166 pp. \$2.00. This book is designed for the practical purpose of helping all who hold or are about to hold office in all kinds of clubs to understand and handle their duties in an effective way. The essential features of parliamentary procedure, of presiding at

meetings and conferences are clearly set forth. Highlights of the art of public speaking are considered, and special attention is given to how people can develop their leadership qualities in order to strengthen their influence while handling various executive duties.

ZACHAROFF, LUCIEN. *The World's Wings*. New York 16: Duell, Sloan, & Pearce, Inc., 270 Madison Avenue. 1946. The all-important subject of the United States global air policy in the world at peace is thoroughly examined in this new book. The author reports and analyzes the struggle of airline giants behind the scenes, revolving about the issue of monopoly on the global airways. Among other leading problems which this book explores is the question of the entry of surface carriers into the airline business. The book provides a background for an appreciation of the dawning air age.

Pamphlets, Workbooks, and Other Materials for Pupil and Teacher Use

Air Transportation Jobs and You. Chicago: United Air Lines. 20 pp. Manual for use with slidefilm on qualification and benefits of jobs in air transportation.

Air Transportation Yesterday, Today, Tomorrow. Washington, D. C.: Air Transport Ass'n. 1515 Massachusetts Ave. N. W. 1945. 12 pp. Free. A short general picture of Air Transportation.

America's Vocational Schools. Washington, D. C.: American Vocational Association, Inc. 1945. 55 pp. Illustrated. A presentation of training facilities and programs already available to returning veterans and demobilized workers through public vocational schools and classes.

ANDERSON, DEWEY, and DAVIDSON, P. E. *Recent Occupational Trends in American Labor*. Stanford University, California: Stanford University Press. 1945. 133 pp. \$1.50 paper. \$2.25 cloth. An analysis of recent trends in labor as revealed in the 1940 census plus material relating to wartime and postwar employment.

Are We Going Back to Normalcy? Chicago: Chicago Round Table. Oct. 7, 1945. 22 pp. \$2.00 per year. A transcript of the NBC radio discussion on the trend of the country away from international to domestic interests. Contains discussion questions and selected biography for further reading.

BETTS, E. A. *Inter-relationship of Reading and Spelling*. State College: Pennsylvania State College. 1945. 11 pp. 30c. A reprint from the *Elementary English Review* by the Director of the Reading Clinic.

Bibliography of Economic and Social Study Material. New York: National Association of Manufacturers. 1945. 24 pp. A list of free and stimulating publications and motion pictures.

BLANK, E. W. *How They Were Staged*. Cincinnati: National Thespian Society. 1945. 64 pp. \$1.60. A compilation that gathers a wealth of ideas on plays, casting, stagecraft, direction, costuming, make-up, and advertising.

Britain Faces Its Housing Emergency. New York: National Committee on Housing, Inc. 27 pp. A summary of the observations on housing, planning, financing, construction, and experimentation of a mission authorized by the Ministry of Health to study housing problems.

Building the Future for Children and Youth. Washington, D. C.: Children's Bureau, U. S. Dept. of Labor. 1945. 60 pp. 15c. Proposals for extending and co-ordinating welfare services at various government levels.

CALIVER, AMBROSE. Washington: *Postwar Education of Negroes*. U. S. Office of Education. 1945. 71 pp. Free. Supply limited. A report of a conference sponsored by the U. S. Office of Education on educational implications of Army data and experiences of Negro veterans and war workers. It will be helpful to administrators, teachers, and counselors

- who are concerned with the educational adjustment problems of Negro veterans and war-workers and with the institutional adaptations necessary to meet postwar conditions.
- Catalog of Recreational and Educational Films.* New York: Institutional Cinema Service, Inc. 1945. 16-mm sound and silent films.
- Challenge to Community Action.* Washington, D. C.: Social Protection Division, Office of Community War Services, Federal Security Agency. 1945. 76 pp. A summarization of the Division's information about prostitution, promiscuity, and venereal diseases as well as suggestions as to some of the ways through which communities are trying to solve this national problem.
- Chart of Housing Topics.* Gainesville: Sloan Project in Applied Economics, University of Florida, 1945. General and specific topics for a twelve-grade instructional program in housing.
- Chart. What You Can Do With Your Navy Training in a Civilian Job.* Washington, D. C.: B'Nai B'rith. A guidance chart showing transfers that can be made from branches of military service to civilian life with various degrees of additional training.
- Charter of the United Nations.* Washington, D. C.: Department of State. 58 pp. Reprint of the charter and the Statute of the International Court of Justice.
- CHIANG, NEWTON. *On Foot to Freedom.* New York 10: Friendship Press. 156—5th Ave. 1945. 48 pp. 25c. A diary of experiences during the Sino-Japanese war. Illustrated by Douglas N. Sargent.
- CONNER, J. C. *Report of Survey of the Muskogee School System*, Muskogee, Oklahoma: Supt. of Schools. 1945. 26 pp. Proposals for expanding the Muskogee school system to meet the needs of returning service men and women and for adapting facilities already existing in the schools to the same purpose.
- Conservation of Plants. Bulletin 173.* Indianapolis: Indiana State Supt. of Public Instruction. 1945. 40 pp. One of a series of manuals designed to bring the study of natural resources into the public school curriculum as a subject of importance.
- Controlling Juvenile Delinquency.* Washington, D. C.: U. S. Dept. of Labor, Children's Bureau. 27 pp. Approaches prevention and treatment of juvenile delinquency through provision of basic permanent services for families and extended services for special emergency needs.
- Course of Study in Driver Education for West Virginia Secondary Schools.* Charleston: Dept. of Education. 1945. 38 pp. An adaptable course to prepare students for proficient and economical operation and to instill proper attitudes and skills.
- DAVIS, C. S. *Prices, Profits, and Production.* New York: National Association of Manufacturers. 20 pp. Free. A summary of the report to the House Committee on Banking and Currency at its hearings on renewal of the Price Control Act.
- FAUNCE, R. C. *Some Went to College.* Lansing: Capitol Building, Michigan Secondary Study. 1945. 53 pp. A report of college achievement by graduates of modified high-school programs. Follow-up studies at several Michigan colleges and universities.
- Five Years of War Profits, 1940-44.* Pittsburgh, Pa.: United Steelworkers of America, CIO. 1945. 24 pp. 25c. The steel worker in relief against the financial position of the steel industry during the war years compared with five years preceding the war.
- Four for Four.* Washington, D. C.: National Planning Association. 1945. 35 pp. 25c. A discussion of four objectives sought by four main groups in American life. Questions for national action.
- GAER, JOSEPH. *Let Our People Live.* New York: Textile Workers Union of America, CIO. 1945. 24 pp. Free. A plea for a 65 cents per hour minimum wage.

- GAER, JOSEPH, and LAMB, R. K. *The Answer Is Full Employment*. New York: National Maritime Union of America. 1945. 24 pp. Free. Describes program for full employment bills before Congress, and plan of action. Directed to workers to show, the relation of fair wages to living standard, education, medical attention, and political freedom.
- GEDDES, D. P. (Ed.) *The Atomic Age Opens*. New York: Pocket Books, Inc. 1945. 256 pp. Contains an account and popular explanation of important steps in atomic research and of information about the atomic bomb thus far released by the Army.
- General Education Board. New York: Rockefeller Foundation. 1945. 115 pp. 1944 report on educational activities.
- GILLETTE, A. C. *Planning and Equipping the Educational Theatre*. Cincinnati, Ohio: The National Thespian Society. 1945. 32 pp. 60c. Practical suggestions for planning and constructing educational theaters. A commentary on lack of co-operation between architects and theater specialists.
- GRAVES, H. S., et al. *Third Report to the Governments of the United Nations by the Interim Commission on Food and Agriculture*. Washington, D. C.: Charles Lathrop Pack Forestry Foundation. 1945. 47 pp. Recommended to readers by the U. S. Forest Service. Shows status and importance of forests in world economics. Charts course for international collaboration in forestry and forest products information. Suggests administration by the F. A. O.
- Guaranteed Wages the Year Around*. Washington, D. C.: Congress of Industrial Organizations. 1945. 24 pp. Contrast of the old way using the lay-off slip and "Closed this week" signs with the new way of the proposed guaranteed annual wage in the light of economic implications for the country.
- Guide to Guidance*. (Vol. VIII.) Syracuse, New York: Syracuse University Press. February, 1946. A valuable bibliography for counselors, deans, advisers, and leaders of young people.
- Guiding the Growth of Reading Interests*. New York City: Board of Education. May, 1945. Research Bulletin No. 8. Making use of personal and social interests, school and public libraries. Bibliography on reading interests, story telling, and special retardation problems.
- How to Conquer War*. New York: Federalist Films. 35-mm filmstrip. 192 pictures and titles. \$3.00. Presents a case for world federation based on the Federal Union of 1787.
- Illinois English Bulletin*. Urbana, Illinois: Illinois Association of Teachers of English. Eight issues a year. \$1.00. Vol. 33 No. 1, October 1945, contains articles on the following topics pertaining to the University of Illinois: Graduation requirement for proficiency in written English, Upperclass remedial English course, Experimental writing clinic, Tutoring Turkish students in English.
- Institute of International Education. Twenty-Sixth Annual Report of the Director*. New York 19: The Institute, West 45th Street. 1945. 90 pp. A review of the Institute's activities.
- Interlochen Bowl*. Interlochen, Michigan: National Music Camp. 1945. 109 pp. Illustration. Souvenir edition of the 1945 season's programs.
- International Conciliation*. New York: Carnegie Endowment for International Peace. 25c a year. Monthly publication of articles and documents on international problems.
- International Policy Popular Series*. "With the Mexican Laborers in the U. S." "To the Mexicans in the U. S." Mexico City: Dept. of Foreign Affairs. 1945. Reprints of addresses.
- JEFFERSON, L. E. *Africa*. New York 10: Friendship Press, 156 — 5th Ave. 1945. 25c. One of a series of colored maps showing products and industry of Africa by area with the notation that "there is hardly a type of responsible position in Africa today that is not being filled somewhere on the continent by an African friendship map. This map, size

20½ x 25 inches is done in color showing the political division of this country. A chart also gives the population and area of each country. The color is used as a key to ascertaining under whose dominion each political division comes.

KANDAL, I. L. *United States Activities in International Cultural Relations*. Washington, D. C.: American Council on Education. 1945. 105 pp. American cultural participation, past, present, and future.

KELLEY, E. C., et al. *Your School and Its Government*. New York: National Self Government Committee, Inc. 1945. 27 pp. A challenge to co-operative living and release of untapped leadership by means of the school government laboratory.

Lectura Para Maestros. Washington, D. C.: Pan American Union, Office of Intellectual Co-operation. 30 pp. Mimeographed articles, opinions, and reviews on educational topics. In Spanish. No. 17, May, 1945, is on postwar education.

Maps. New York: Air-Age Education Research. 42" x 50" wall maps in five colors in paper sheet \$1.00 each. *World Air Routes*. Azimuthal, equidistant polar projection centered on geographical center of the U. S. Straight lines indicate the shortest distances. Great circle routes, between U. S. and all other points in world. Chronological history of the progress of aviation. Airline Time Distance Chart. Chart of revenue miles flown by U. S. flag lines. *The World Around South America*. Companion map to *World Air Routes*. Centered on Asuncion in Paraguay. Shows true relationship of rest of world to South America. Suggests economic relationship queries.

MASON, C. C. *Our Tulsa Schools*. Tulsa, Oklahoma: Board of Education. Attractive, illustrated annual report popularized for lay consumption.

McKINLEY *Outline Maps and Publications for History and the Other Social Studies*. Philadelphia: McKinley Publishing Co. Catalog No. 45. Classified list of available wall, pocket, atlas, globe, notebook, bulletin board, and desk maps.

Memo — Fifty Nations Agree. Washington, D. C.: National League of Women Voters. 1945. 24 pp. 20c. The provisions of the United Nations Charter and legislative steps in relation to it are told in simple terms.

MINANO-GARCIA, MAX H. *Some Educational Problems in Peru*. Austin: University of Texas Press. 1945. 70 pp. Educational work to incorporate the rural population of Peru in national civic life. The first of a series of occasional papers or studies which relate to Latin America and cultural relations between the United States and Latin America. Spanish text and English translation.

MURRAY, PHILIP, and THOMAS, R. J. *Living Costs in World War II*. Washington, D. C.: Congress of Industrial Organizations. 1944. 76 pp. The fallacy of using retail price as an index of wartime costs in relation to wage determinations.

National Commission on Safety Education. Help Build Future America through Driver Education and Training. Washington, D. C.: National Education Association. Sources of information on driver education and training.

National Education Association. *Essentials of a Proper Schoolboard Hearing*. Washington 6, D. C.: The Association. 1945. 24 pp. 25c. Summaries of a series of reports on tenure cases sponsored by the NEA Committee on Tenure prepared by the NEA Research Division.

Radio's Daytime Serial. New York: C.B.S. 1945. 28 pp. Illus. The results of a two-year survey of daytime serial programs.

Reivindicacion. Mexico City: Reivindicacion. Semi-monthly publication of the National Executive Committee of S. N. T. E.

Report by the Executive Committee to the Preparatory Commission of the United Nations. Washington, D. C.: The Preparatory Commission of the United Nations. Department of State. 1945. 144 pp. A report on the various problems which the Preparatory Commission will have to solve.

- Report of the Alfred P. Sloan Foundation* (1944). New York: 30 Rockefeller Plaza. 1945. 44 pp. Activities of the Sloan Foundation in radio, motion pictures, publications, and educational programs to bring about a better understanding of economic life and instruction in economics in America.
- Report of the Committee on Tenure and Academic Freedom*. Washington, D. C.: NEA. 1945. 16 pp. Case studies and recommendations.
- Report of the Director General to the Council*. Washington, D. C.: United Nations, Relief and Rehabilitation Administration. 1945. 106 pp. The director general Herbert H. Lehman reports on conditions and needs in the European countries for the period April 1, 1945 to June 30, 1945.
- Revista*. Havana, Cuba: Revista. A bimonthly publication of The Federation of Doctors of Philosophy and Letters. Includes book lists and reviews. (In Spanish).
- Revista del Museo del Atlantico*. Barranquilla, Colombia. Each issue 25c. A magazine (in Spanish) published quarterly. English Abstracts of major articles, loose leaf. Factual and graphic supplement.
- RICE, T. D., and FAUNCE, R. C. *The Michigan Secondary Study*. Lansing: Capitol Building, Michigan Secondary Study. 1945. 45 pp. A report of the policies and projects of eight years of the Study's existence.
- The Road to Community Reorganization*. New York: The Woman's Foundation. 1945. 32 pp. A study that recognizes the stability of the family as the fundamental problem in the economic and social well-being of the people and attempts to avert a return to pre-war and outmoded patterns of community organization.
- The Romance of the Smithsonian Institution*. New York: Series Publishers, Inc. 1945. 32 pp. Pamphlet describing newly published 12 volume set of books covering the wide gamut of the Smithsonian Institution's activities.
- Safer Home Living*. Chicago: National Safety Council. 1945. 48 pp. 50c. This is a handbook for home economics teachers. It suggests ways to integrate home safety into a home economics course. The activities and information presented are organized in terms of the units common to most secondary-school home economics courses.
- SCHERER, M. R. *About the Round Table*. New York City: Metropolitan Museum of Art. 1945. 80 pp. \$2.00. Illustrated. The Arthurian legend told in pictures in castles, windows, and museums throughout Europe and America.
- School Expenditures in War and Peace*. Washington, D. C.: N. E. A. Research Division. October, 1945. 92 pp. 25c. A comparison of prewar, war, and postwar expenditures against a background of public and private spending.
- SEAY, M. F., and CLARK, H. F. *The School Curriculum and Economic Improvement*. Lexington: University of Kentucky. Sept., 1940. (Bulletin of Bureau of School Service of College of Education). 121 pp. \$1.00. A progress report of an experiment in applied economics in experimental schools financed by a grant of the Alfred P. Sloan Foundation.
- Senior Girl Scouting*. New York 17: Girl Scouts, 155 E. 44th Street. 1945. 159 pp. 50c. (Catalog No. 19-108) Those who are ever striving to widen the horizons of young people, believe that the schools often need supplementary programs for leisure-time activities. *Senior Girl Scouting*, the new and complete Senior Girl Scout program guide has just come off the press. Designed for both leaders and girls, it is based on actual program ideas that have proved exciting and useful to girls. Programs include Service, Wing Scout, Mariner, Occupational Therapists Aides, Radio, Vocational Exploration, as well as the Girl Scout Program Fields of Interest. Scouting, with its carefully thought-out national plan of work and its international associations, has much to offer the high-school girl and make Scouting a vital force in the community. This new and complete program guide for older girls can be a keystone in co-operation. Designed for both

- leaders and girls, it fills a long-felt need, meets a widespread demand, and serves a dual purpose. It will be found a welcome and indispensable tool in encouraging leisure-time activities. This is a book that will be found helpful to the guidance counselor and others interested in assisting girls to develop worth-while leisure-time activities. A limited number of copies are available free. (Secondary-school principals may secure a copy free upon request).
- SHACTER, HELEN. *Understanding Ourselves*. (Revised). Bloomington, Illinois: McKnight & McKnight. 1945. 124 pp. 60c. Seventeen challenging chapters for individual or group study of mental hygiene and human relationships.
- Small Loan Laws of the United States*. Jaffrey, N. H.: Pollak Foundation for Economic Research. 1945. 30 pp. History of small loan legislation and effectiveness of regulation. Bibliography.
- SMITH, H. L., and EATON, M. T. *Analysis of the Proficiency in Silent Reading of 15,706 Sixth-Grade Pupils in 648 Schools in Indiana*. Bloomington: Bureau of Co-operative Research and Field Service, Indiana University. 1945. 52 pp. 50c. The purpose of this analysis was to measure accurately and reliably the silent reading proficiency of sixth-grade pupils with the view of stimulating the development of a more efficient reading program in the school.
- SMITH, H. L., and MOORE, H. E. *Bibliography of School Buildings, Grounds, and Equipment*, Part VI. (Bulletin of the School of Education.) Bloomington: Indiana University. Sept., 1945. 73 pp. 50c. Includes annotations on historical development of architectural styles, considerations of the building program, administrative responsibilities, building materials, exterior and interior space provisions, decorations, special features.
- SNOW, THAD. *A Farmer Looks At Fiscal Policy*. Washington 6, D. C.: Nat. Planning Ass'n. 1945. 24 pp. 25c. This report presents a critical analysis, from an individual layman's point of view, of three previous studies on fiscal policy which have been published by the National Planning Association. It is presented for public consideration in the hope that it may be helpful in clarifying some of the controversial issues on which agreement must be reached.
- Spinal Hygiene*. Detroit: Michigan State Chiropractic Society, Inc. 1945. 15 pp. Six articles viewing the chiropractor as a doctor of health.
- Student Safety Activities*. Chicago 6: National Safety Council, 20 North Wacker Drive. 1945. 48 pp. Fully illustrated, it suggests ways of starting a student safety organization, outlines the function and operation of student safety committees, and describes the place of student safety organizations in the school and community. It lists over one hundred worth-while student safety activities.
- Students at War, Special Supplement to*. London: National Union of Czechoslovak Students. 20 pp. Report of world-wide meetings celebrating International Students Day in 1944.
- SUERKEN, E. H. *A Guidance Primer*. Dobbs Ferry-on-the Hudson, New York: Dept. of Education, The Children's Village. 1945. 68 pp. A plea for those who work with the young professionally not to lose "the common touch."
- Teacher Leaves of Absence*. Washington 6, D. C.: NEA Dept. of Classroom Teachers and Research Division. 1945. 23 pp. 15c. A presentation of the facts about this important teacher item with 12 suggested questions for discussion and study and 13 selected references. For use by discussion group.
- Teaching About the United Nations Charter*. Washington, D. C.: NEA. 1945. 40 pp. A brochure for the use of teachers in revising courses of study for greater emphasis on international life. Teaching outlines on each part of the United Nations organization.
- Teaching Dramatic Arts in the Secondary Schools*. Meadville, Pennsylvania: American Educational Theatre Association. 1945. 52 pp. \$1.00. Articles on the purpose of dramatic

arts, suggested activities, teacher qualifications, incentives for drama, student's professional growth, and a well-rounded drama program in the secondary schools.

The United Nations Charter as Declaration and as Constitution. Washington, D. C.: Department of State. 1945. 12 pp. Excerpt from the report of the San Francisco Conference to the President of the U. S. by Edward R. Stettinius, Jr.

The United Nations in the Making. Boston, Massachusetts: World Peace Foundation. 1945. 25c. single copy; 11-50, 15c each; over 50, 12c each. Compilation including texts of documents and agreements leading to the establishment of the UNO and specialized agencies related to it.

The United States and the International Trusteeship System. New York: Commission to Study the Organization of Peace. 1945. 8 pp. 1—free; 100—\$2.50. A statement regarding Pacific bases, League mandates, and regional commissions.

UNRRA in Outline and Up-to-Date. Washington, D. C.: UNRRA. 1945. Leaflet on tasks, organization, financing, and services of UNRRA.

Uprooted People of the U. S. A. New York: Friendship Press. 34" x 22". 25c. Pictorial map of the impact of the war on migration.

Utilization Scope of Encyclopaedia Britannica Films. Chicago: Encyclopaedia Britannica Films, Inc. A handy chart of annotated educational sound films, showing subject-matter correlations.

V. New York: The National Broadcasting Co. 1945. 48 pp. Illus. A review of the Pacific War as broadcast by reporters and a report of the anxious Victory week of August 10 in the NBC newsrooms.

Vocational Guidance in Schools. Cape of Good Hope, Union of South Africa: Dept. of Public Education. 1945. 50 pp. A series of articles by J. F. A. Swartz, Inspector of Vocational Guidance, describing the inception of the new service in Cape schools and aiding teachers and trainees whom he has not yet visited.

Voks. Moscow, U.S.S.R.: Society for Cultural Relations with Foreign Countries. 65 pp. Bulletins containing articles on current affairs, science, art, literature, history, and Russian culture.

War and Peace Aims. Special Supplement No. 6 to the United Nations Review. New York: United Nations Information Office, 610—5th Ave. Oct. 15, 1945. 192 pp. 75c. Contains extracts from official statements made by United Nations leaders from January 15, 1945 to July 15, 1945.

What Bureaucracy Means to You. New York: National Association of Manufacturers. 8 pp. A ten-point program for the reform of administrative law.

WIDUTIS, F. B., and KAHN, S. S. *Here's How It's Done.* New York: Postwar Information Exchange, Inc. 1945. 80 pp. \$1.00 (quantity discounts). A popular education guide in national and international problems for local study groups.

WINSLOW, L. L. *Planning the Art Department for the New School.* New York 17: The Related Arts Service, 511—5th Ave. 1945. 8 pp. An excellent treatise on a well-planned art room giving recommended plans, specifications, and equipment. The diagrams included are excellent but the inclusion of actual dimensions would add much.

Wisconsin Reading Circles. Madison, Wisconsin: State Reading Circle Board. 1945. 144 pp. A list of books, regulations, and activities of reading circles under the auspices of the Wisconsin Education Association.

WOLFE, EUNICE. *A Handbook for the High-School Teacher—Librarian.* (Bulletin of State Teachers College of Emporia). Emporia: Kansas State Teachers College, August, 1945. 31 pp. Concise and practical information for changing a collection of books into an active library integrated in the curriculum in the small school.

- PAULSON, BLANCHE. *People Are Different*. Chicago: Board of Education. 1945. 52 pp. Self-appraisal guide developed from actual experience with youth.
- Picture Stories from American History*. (Part I.) New York: Educational Comics, Inc. 1945. 56 pp. 10c. (\$1.00 per doz.) Teachers' Manual free with orders of 2 doz. or more. The Period of Exploration and Discovery in colored pictures.
- Picture Stories from the Bible*. New York City: Educational Comics, Inc. 1945. 96 pp. 25c. Colored "comic" pictures with script by Montgomery Mulford based upon the Gospels of Matthew, Mark, Luke, and John.
- Planning and Working Together*. Bulletin No. 337. Lansing, Michigan: Supt. of Public Instruction. 1945. 191 pp. 25c. A guide to curriculum development in the Michigan secondary schools. Illustrated.
- The Pocket Book of Popular Verse*. New York: Pocket Books, Inc. 1945. 300 pp. 25c. Best loved poems in the English language collected by Ted Malone. 261 poems—250 authors.
- POLISHOOK, W. M., et al. *Workbook to Accompany Elements of General Business*. Boston: Ginn and Co. 1945. 270 pp. and 24 pp. of tests. 92c. Practice in using common business forms; explanations of deeds, mortgages, insurance, banking procedures, railroad timetables, etc.; practical problems in insurance, discount, taxes, pullman fares, postal rates, addressing packages, applications, payrolls, old-age benefits, utilities, and standard time.
- Preparing for Industrial Work*. New York: National Association of Manufacturers. 1945 (revision). 47 pp. Free. Yardsticks of opportunity and contentment in humble jobs.
- Program of Studies and Guide to the Curriculum for Secondary Schools*. Montgomery, Alabama: State Board of Education. 1941. Policies, regulations, curriculum program, and accreditation standards governing high schools.
- The Program of Vocational Education*. Toledo, Ohio: Macomber Vocational High School. 1945. 80 pp. An illustrated booklet descriptive of courses offered with guidance suggestions addressed to prospective students.
- Proposals for Expansion of World Trade and Employment*. Washington, D. C. Dept. of State. 1945. 28 pp. Developed for an International Conference and presented for consideration by the peoples of the world.
- Publications of American Automobile Association, Washington, D. C.:
- Brake Reaction Detonator*. \$12.50. Device for demonstrating stopping distances. Explanation sheet available.
- Driver Education and Training in High Schools (The Answers to Your Questions)*. 1945. 7 pp. Sources of material, content of texts, and suggested courses planned by Traffic Engineering and Safety Department of the AAA.
- Driver Education and Training Manual*. 1944. 136 pp. Contains a series of classroom activities, units for behind-the-wheel instruction, and driving skill exercises and tests.
- Driver Testing Devices*. 1944. 8 pp. Illus. Catalog of mechanical devices for loan or sale.
- Driver Training Reduces Traffic Accidents One Half*. 1945. 18 pp. Free. First scientific report to support the assumption that accidents would be reduced by driver training in high school. Based on an analysis of Cleveland records.
- Friendly Safety Tips*. Rating Card. 1944.
- How Instructors Are Trained for High School and Motor Vehicle Fleet Driver Training Programs*. Reprinted from *Motorland*, official publications of Calif. State Auto. Assoc.
- Instructions for Construction and Use of a Tumbling Cylinder Decelerometer*.
- Interrelationships of Driver Test Scores*. A research report with graphs, tabulations, and explanations.
- Plans for Building Driver Tests*. 1944. 28 pp. \$1.00. Value, administration, construction, sources, and diagrams of driver tests.
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Twelve Rules for Conserving Tires. Handy card of advice.

Why Have Driver Education and Training Courses in High Schools? Leaflet pointing out educative possibilities of driver training and education.

Publications of the British Information Services, New York:

African Challenge. 1945. 64 pp. The past, present, and future of the British Government in tropical Africa.

The British Farmer's Battle—and Victory. 1945. 40 pp. Illustrated pamphlet on reclamation work and the women's land army telling the story of the battle for food.

Education in Britain. 1945. 28 pp. Development of education systems in English, Wales, Scotland, and Ireland, with space given the Education Act of 1944 and school broadcasting.

Landmarks in Democracy. 1945. 28 pp. Developments in British political history with documentary quotations.

Publications of the California Test Bureau, Los Angeles, Calif.: 8 pp. bulletins. Free.

The Proper Use of Intelligence Tests.

Vocational Guidance for Junior and Senior High School Pupils.

Publications of the Columbia Broadcasting System, New York City:

American School of the Air. 1945. 224 pp. Manual for broadcast programs of 1945-1946 in pocket size.

Forecasts in FM and Television. 1945. 26 pp. Four authoritative talks on radio's future.

From Pearl Harbor Into Tokyo. 1945. 312 pp. Verbatim record of broadcasts on the high spots of the critical developments of the Pacific war.

The Transition from AM to FM Broadcasting. 1945. 44 pp. Exploration of significant steps in a transition that will affect nearly every American home.

Publications of Estrada Editores, Buenos Aires, Argentina.

Biblioteca de Clasicos Argentinos.

Escritos Satiricos y de Critica Literaria.

Manuales. The first and last are annotated bibliographies of texts and books of general interest. The second title is by Alberdi, a famous South American philosopher.

Publications of General Mills, Inc. Minneapolis, Minnesota:

More than Meets the Eye (Modern Flour Milling).

Necessary Processes in Flour Milling.

Older Rural Youth.

Safety Guide for the Farm and Home Front.

Soy Beans in American Industry.

The Story of Cereal Grains.

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The Wheat Kernel and Its Food Elements.

Publications of the Hall and McCreary Co., 434 South Wabash Ave., Chicago. The following choral octavos of open, easy-to-read engraving and clearly printed on heavy, durable tinted Ledger paper are now available for use in schools. Each are so constructed that there are no loose sections or pages to lose. Each contains complete data as to title, composer and arranger, setting, number and price given at the top of the front cover; thus making it convenient for filing. Program notes and interpretative suggestions are given at the heading of each composition. Measures are numbered for ready reference in rehearsal. Copyrighted. 1945. Each contains 8 pages and sells for 16 cents each except those which are marked accordingly.

No. 1108. *When I Know What You Know.* Mixed voices.

No. 1109. *The Gay Cuckoo.* Mixed voices.

No. 1110. *Be Strong!* Mixed voices.

No. 1111. *The Orchestra.* Mixed voices. 6 pp. 15c.

No. 1616. *Sleep, Blessed Jesus.* Mixed voices.

No. 1617. *Oh Make a Joyful Noise to God.* Mixed voices.

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No. 1620. *God Be Merciful Unto Us.* Mixed voices.

No. 1621. *Fear Not, Thou Faithful Christian Flock.* Mixed voices. 18c.

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No. 1624. *Silent Night.*

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No. 1627. *Masters In This Hall.* Mixed voices.

No. 1628. *Now Let Every Tongue Adore Thee.* Mixed voices.

No. 2077. *Be Strong.* Treble voices.

No. 2081. *Silver and Gold.* Treble voices. 15c.

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No. 2531. *Go Not Far From Me, Oh God.* Treble voices. 18c.

No. 2532. *The Christmas Star.* Treble voices.

No. 2533. *Sleep, Blessed Jesus.* Treble voices.

No. 2534. *Silent Night.* Treble voices.

No. 2535. *Come Unto Him.* Treble voices.

No. 2536. *Ave Maria.* Treble voices. 7 pp. 16c.

No. 2537. *Oh Holy Night.*

No. 2538. *God Be In My Head.* Treble voices. 15c.

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No. 7015. *Were You There?* Modern choral scores in radio idiom.

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No. 7017. *Pop! Goes the Weasel!*

Publications of the Public Affairs Committee, 30 Rockefeller Plaza, New York 20. Each has been published in 1945. Each contains 32 pages and sells for 10 cents.

DAVIE, M. R., and KOENIG, SAMUEL. *The Refugees Are Now Americans*. This report states that an overwhelming majority of refugees, despite greater adjustment difficulties than are faced by ordinary immigrants in normal times, have become well-integrated into American community life and are now self-supporting. "Fully half of the refugees have been granted citizenship. Most of the rest being in various stages of getting it," the authors state. Refugees have contributed substantially to American business and industry and given employment to many Americans, the study shows. Some of the refugees have showed great ingenuity in starting new types of businesses. American communities, facing a shortage in physicians have also gained by the coming of refugee doctors, and American medicine has benefited by the achievements of those refugees who worked in medical research, clinical work, and teaching. Results of a special survey made in forty-one states answer American doctors' complaints of competition. The total number of refugee physicians, not all of whom were practitioners, was only 3 per cent of the number of doctors in America, the survey shows. Neither our immigration laws nor our quota requirements were changed during the period of refugee immigration, the authors point out, despite the urgency of the situation. "Indeed, owing to the economic depression and the threat of war, the enforcement of our laws became more severe." During the period 1933-1944, the total number of immigrants admitted was smaller than at any other period during the last century. "Only 16.8 per cent of the total number of aliens from Europe admissible under our quota law have entered the United States," the authors point out.

FOSTER, W. F. *Gyps and Swindles*. Better Business Bureau. Don'ts for the veteran and the populace for whom a legion of swindlers lay in wait to mulct them of their money.

NORTHRUP, H. R. *Will Negroes Get Jobs Now?* The outlook in general and prospects in specific industries for Negro employment.

WEITZ, A. C. *Youth and Your Community*. Stresses the need for a broad community program to provide for the basic needs of youth.

YOST, EDNA, and GILBRETH, L. M. *Straight Talk For Disabled Veterans*. The authors describe a number of actual instances out of tens of thousands that could be cited to prove that men bearing all kinds of physical losses can achieve economic independence and build for themselves lives that are as satisfying and happy as anyone's. They point out that one company alone employs nearly 12,000 disabled men on regular jobs. They tell of cases in which men earned more after being disabled than before their injury. Disabled men are warned, however, that success does not come without great effort. They are urged to co-operate with their physicians and nurses in activities designed to overcome the effects of their injuries, and to get the best training possible for their future jobs. By law the disabled veteran is guaranteed an opportunity to prepare for work in which he will not find himself at an economic disadvantage. But the veterans are warned that the law is not going to be of much help unless they take some responsibility for discovering and training for the kind of work they are capable of doing.

Publications secured from the Superintendent of Documents, Washington 25, D. C.

The Axis in Defeat. 1945. 118 pp. 30c. A collection of documents on American policy toward Germany and Japan.

BUTLER, G. H. *Inter-American Relations After World War II*. 1945. 27 pp. Personal notes and foreign-service correspondence projected against the Inter-American Conference on Problems of War and Peace.

BYRNES, J. F. *Report on First Session of the Council of Foreign Ministers*. 1945. 10 pp.

5c. Reprint of CBS broadcast upon Secretary of State Byrnes' return from London.

COOK, K. M. *The Place of Visiting Teacher Services in the School Program*. 1945. 46 pp. 10c. This pamphlet presents a phase of pupil personnel work which has had a Topsy-like growth without adequate safeguards as to its placement in the school structure, as to qualifications of the officials performing the assigned functions, and as to legal certification based on acceptable qualifications. Chapter I is devoted to a discussion of the growing importance of pupil personnel services in the schools; Chapter II tells of the development of visiting teacher (school social worker) services; Chapter III describes the present status of such services in cities; and Chapter IV is concerned with the extending and improving of visiting teacher services. The appendix contains the questionnaire used in obtaining data on which the study is based, several tables, and examples, of state certification of visiting teachers.

Co-operative Education. 1945. 4 pp. 5c. Agreement between the U. S. and Guatemala. State Department exchange of notes in 1944.

Distribution Methods and Costs. 1945. 58 pp. 15c. Report of the Federal Trade Commission, Part VI on milk distribution, prices, spreads, and profits.

EBAUGH, C. D. *Education in Chile*. 1945. 123 pp. 25c. This study is based on data gathered in Chile in 1944 and supplemented through documentation. The bulletin begins with a description of Chile as a nation today, and follows in detail the evolution of its educational system from early colonial days to its present status under a republican form of government. Various chapters are devoted to discussions of elementary education, the Chilean teacher, secondary education, vocational education, higher education, and institutions of higher education. Supplementing the text are 32 tables showing registrations, enrollments, and programs and plans of studies. Also included are bibliographies of Spanish and English references for further study.

FLYNT, R. C. M. *et al. The Use of Training Aids in the Armed Forces*. 1945. 10c. A U. S. Office of Education Bulletin recording the observations of a committee which visited training installations of the Armed Forces with the purpose of identifying those features of training programs valuable for civilian educational purposes.

FOWLER, F. M. *Selection of Students for Vocational Training*. 1945. 156 pp. Selection viewed as a process extending from upper elementary grades through the training period with the promise of better relationships between vocational schools and other administrative units. Workable plans, forms, vocabulary, and problem treatment.

How to Build Terrain Models. 1945. 28 pp. 10c. The methods developed by the Research Office of the Navy adaptable to many of the sciences. Replete with diagrams, tables, illustrations, examples.

INGRAM, C. P., *et al. Education In Training Schools for Delinquent Youth*. 1945. 93 pp. 20c. The publication presents the point of view that institutes for delinquents should be real educational agencies, with emphasis upon understanding the "why" as well as the "what" of child behavior, and upon developing a program for each child that will meet his own needs and problems.

PROFFITT, M. M., and SEGEL, DAVID. *School Census, Compulsory Education, Child Labor*. 1945. 200 pp. 30c. Complete listings are given of the state laws and regulations concerning the school census, compulsory education, and child labor, and in addition summaries of protective laws and regulations regarding children, and trends and implications of these laws and regulations are given for each of the three topics discussed. One chapter is devoted to the historical development of protective legislation for children. Three tables, giving summaries of certain items for the school census, compulsory education, and child labor, each by state, are included.

Proposed Education and Cultural Organization of the United Nations. 1945. 27 pp. Background of events, explanatory statements of purposes, comments on function, and resume of related developments in the field of educational and cultural co-operation.

RODGERS, J. F. *What Every Teacher Should Know About the Physical Condition of*

Her Pupils. 1945. 19 pp. 10c. Suggestion concerning protecting and promoting the physical welfare of youth.

SMYTH, H. D. *A General Account of the Development of Methods of Using Atomic Energy for Military Purposes Under the Auspices of the United States Government.* 1945. 182 pages. 35c. Basic scientific knowledge and administrative history of the Atomic Bomb project.

Standard Procedure for Examining, Testing, and Selective Training of Motor Vehicle Drivers. 1944. 72 pp. Discussion, field practice, and score sheets for developing driving skills developed by the Safety and Accident Prevention Branch of the Army Corps of Engineers.

STEINHAUS, A. H. *More Firepower for Health Education.* 1945. 48 pp. 15c. Recognizes emotion as a factor in the learning process and aids teachers to work more skillfully with feelings.

Training School Bus Drivers. 1945. 162 pp. 30c. The training of drivers, operation of driver training courses, and a suggested instructional program prepared jointly by the U. S. Office of Education and the American Automobile Association.

Trial of War Criminals. 1945. 89 pp. 20c. Contains Justice Jackson's report to the President, the agreement establishing an International Military Tribunal, and the Indictment text.

APEL, WILLI. *Harvard Dictionary of Music.* Cambridge 38: Harvard Univ. Press. 1944. 826 pp. \$6.00. This book contains a comprehensive list of definitions and many articles on technical subjects. Forty-nine articles are on the characteristic music of various racial or national groups. Each article is followed by a complete bibliography of books and periodical literature on the subject. Short musical excerpts are used to illustrate the discussion. Biographical information is not included, since this, as the author states, is readily available in many other publications. Here is a dictionary of music which all music amateurs will thoroughly enjoy and which scholars in music will find to be a reference book that will be a valuable source of information heretofore not found in one source.

DOYLE, H. G., Editor. *A Handbook on the Teaching of Spanish and Portuguese.* Boston 16: D. C. Heath and Co. 1945. 408 pp. \$1.48. This book comes as a unique contribution to the language teaching profession of the United States by The American Association of Teachers of Spanish and Portuguese and The Office of Inter-American Affairs. There has been great advance interest in the book, an interest commensurate with its importance and usefulness to language teachers. It is the belief of all those connected with its production that the *Handbook* will prove helpful to instructors of Spanish and Portuguese in every type of class, will give them an over-all survey of their own profession, and will provide the various kinds of information so often urgently needed and never before collected in convenient, always accessible form. The *Handbook* comprises eleven narrative chapters, with specialized bibliographies and an extensive section on teaching materials which includes a general bibliography. The bibliographic material will be kept up to date by revisions from time to time.

HUNT, B. A., and WILSON, H. R. *Sing and Dance.* Chicago: Hall and McCreary Co. 1945. 80 pp. \$1.25. A practical book of 38 popular singing games and dances simple enough for people of all levels of experience to take part in without involved instruction, and yet interesting enough to be good fun. Every phase of the instructions and of the material needed is synchronized in such a manner as to be readily administered. The book furnishes everything — music, words, dance directions, illustrations, and diagrams

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SONNECK, G. T., and revised by UPTON, W. T. *A Bibliography of Early Secular Ameri-
can Music*. Washington 25, D. C.: Superintendent of Documents. 1945. 617 pp. \$1.75.
This compilation, originally prepared by G. T. Sonneck and recently revised and en-
larged by W. T. Upton, is a collection of titles (18th century) of secular music and
books, pamphlets, essays, etc., issued by the American press prior to the 19th century
and extant in certain libraries and issued but not extant in these libraries, and written
by native or naturalized Americans and extant in manuscript and written by the same
but apparently neither published nor extant. To those who are interested in early
musical development in America, this bibliography in its revised and enlarged form
will be of inestimable value. It also contains a list of composers with the names of
their compositions and, in some cases, biographical data. Sections of the book are
also devoted to a "List of Songsters," "First Lines" with titles and composers, an
index of publishers, printers, and engravers together with their addresses, and a com-
prehensive general index.

STIMPSON, GEORGE. *A Book About the Bible*. New York: Harper and Brothers. 1945.
509 pp. \$3.50. The book is a large list of questions and answers containing a wealth of
unusual and interesting facts about the Bible. The author, a Washington, D. C., news-
paper correspondent, has selected those questions more commonly asked about the
Bible and has answered them with facts that are quite generally accepted. To those
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